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ABSTRACT

As a companion to "Study Skills Related to Library Use," this publication provides specific examples of units integrating library skills into the teaching of content areas, and describes lesson-planning forms that may be of help to teachers and librarians. Sample units include a research unit on explorers for the upper elementary level and the instructional model used; a unit on living authors for the same level, and a unit for ninth grade world history. Each unit displays a different format and may be used in its entirety or in selected sub-units. Also included are two lesson-planning formats accompanied by instructive samples for specific lessons. (RAA)

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INTEGRATING LIBRARY SKILLS INTO CONTENT AREAS:

SAMPLE UNITS AND LESSON-PLANNING FORMS

Companion publication to

Study Skills Related to Library Use:
A K-12 Curriculum Guide for Teachers and Librarians

- Sample Units
- Lesson - Planning Forms

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Office of Instructional Services/Multimedia Services Branch • Department of Education • State of Hawaii
RS 79-8431 • November 1979

JAN 26 1981

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Foreword

This publication is meant to be used as a companion to *Study Skills Related to Library Use: A K-12 Curriculum Guide for Teachers and Librarians* which was distributed to schools in the 1978-79 school year. The foreword in the Study Skills Guide stated that "an effective program should be planned with the recognition that study skills are lifetime tools that can best be taught when integrated with the curriculum."

The objectives of this companion publication are to: 1) present specific examples of units integrating library skills into the teaching of content areas and 2) describe lesson-planning forms that may be of help to teachers and librarians.

As schools continue their efforts to help students develop the skills needed to become independent, resourceful users of information, this publication will help schools to bridge the gap between the "what" provided by documents, such as the *Student Performance Expectations of the Foundation Program*, and the "how" of direct instruction to students.

Charles G. Clark, Superintendent

ACKNOWLEDGMENT

The Department of Education gratefully acknowledges the invaluable contributions of the practicing teachers and librarians who developed the sample units and planning forms in this publication. Many hours of work went into planning, developing, implementing, and revising the examples included. Additional hours were spent in communicating with staff to document their practices. With grateful thanks, the Department acknowledges:

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Koko Head Elementary School, DOE

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Mrs. Lois Lum
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PREFACE

This companion publication contains several sample units and lesson-planning forms. These units and forms may be used as starting points to implement the guide Study Skills Related to Library Use in relation to both the content area guides and the Student Performance Expectations of the Foundation Program.

Sample units on the elementary and the secondary level are presented together because instruction should be adapted to the needs of students. Teachers and librarians may employ aspects of the elementary level units for secondary students or parts of the secondary unit for elementary students.

The information presented should be used in a flexible, adaptive manner. Users should be aware that:

1) since library skills are process skills which are applicable to any content area, users of this publication should feel free to adapt the sample units as needed to whatever course they may be teaching.

2) each of the sample units can be used in its entirety or broken into mini-units and used selectively.

3) the units described are samples and in no way are meant to be comprehensive or to suggest areas of emphasis.

4) the units are working for the people who developed them, but they are not intended to be finished products. Through the process of evaluation, these teachers and librarians will continue to revise and improve the units.

5) the three units are purposely presented in three different formats to acknowledge the fact that no one way is the only way to plan units and lessons.

It should be noted that the sample units have been modified as they were prepared for inclusion in this publication.

We welcome your comments on this publication. Please forward your suggestions to:

School Library Services & Federal Program Section
641 18th Avenue
Honolulu, Hawaii 96816
Phone: 732-1402

GENERAL TOPIC: ____________________

WHO	WHAT	WHERE	WHEN	WHY

Attachment #8

Below is an example of using "Questions to Explore" to narrow a general topic to a more manageable size.

CRIME (General Topic)

Who	What	Where	When	Why
victims	locking up homes	in a city	now	contributing conditions
criminals	heinous crimes	national	in 40's	changes in population
first offenders	prevention	international	after dark	overcrowded jails
professionals	role of police	Japan	daylight	failure of judicial system
disadvantaged persons		Honolulu		police effectiveness
police		Waianae		level of education
tourists				

Attached is a worksheet for you to use with your general topic. Keep three things in mind:

1) Use key words or phrases only.

2) As long as you are brainstorming aspects of your assigned topic "Rise of Man," try to think of aspects of the topic you are interested in and would like to learn more about.

3) If you feel you do not yet know enough about your general topic to brainstorm it, read an overview of it in an encyclopedia to give you more ideas and some answers to above questions.

A Selected Bibliography of ASIA, AFRICA, AND THE MIDDLE EAST (Non-Fiction)

James B. Castle School

[illegible]	[illegible]	Title
[illegible]	[illegible]	Confucius and Chinese humanism
[illegible]	Feibleman	Understanding oriental philosophy
181.04	Ross	Three ways of Asian wisdom
299.51	Smith	Chinese religions
299.552		Japanese religion
290	Stroup	Four religions of Asia
294	Seeger	Eastern religions
294.3	Kelen	Gautama Buddha in life and legend
294.3	Robinson	The Buddhist religion
294.3	Saddhatissa	The life of the Buddha
294.392	Humphreys	Zen: a way of life
294.3927	Reps	Zen flesh, zen bones
294.5	Noble	Myths of the Hindus & Buddhists
294.521	Narayan	Gods, demons, and others
297	Fitch	Allah, the God of Islam
297	Kelen	Muhammad. the messenger of God
297	Sourdel	Islam
299.56	Piggott	Japanese mythology
299.6	Gleason	Orisha: the gods of Yorubaland
299.6	King	Religions of Africa
299.6	Mbiti	Introduction to African religion
309.15	Joy	Young people of East Asia and Australia
309.151	Feuerwerker	Modern China
309.151	Hunter	We the Chinese
[illegible]	Printz	[illegible]
[illegible]	[illegible]	Go-kyo: principles of judo
[illegible]	Kobayashi	The sport of judo
[illegible]	Sasamori	This is kendo

We have over 400 books on the geography and history of Asia, Africa, and the Middle East. Since there are too many titles to list individually, here are the CALL NUMBERS:

Asia (in general)	Call numbers 915 and 950.
China	Call numbers 915.1 and 951.
Korea	Call numbers 915.19 and 951.9

EXCERPT from Selected Bibliographies
ASIA, AFRICA, & THE MIDDLE EAST

James B. Castle School

Author	Title	Country
Aidoo	No sweetness here	Africa
Akutagawa	Japanese short stories	Japan
Akutagawa	Rashomon, and other stories	Japan
Bothwell	Defiant bride	India
Bothwell	The silver mango tree	India
Buck	The big wave	Japan
Buck	Dragon seed	China
Buck		

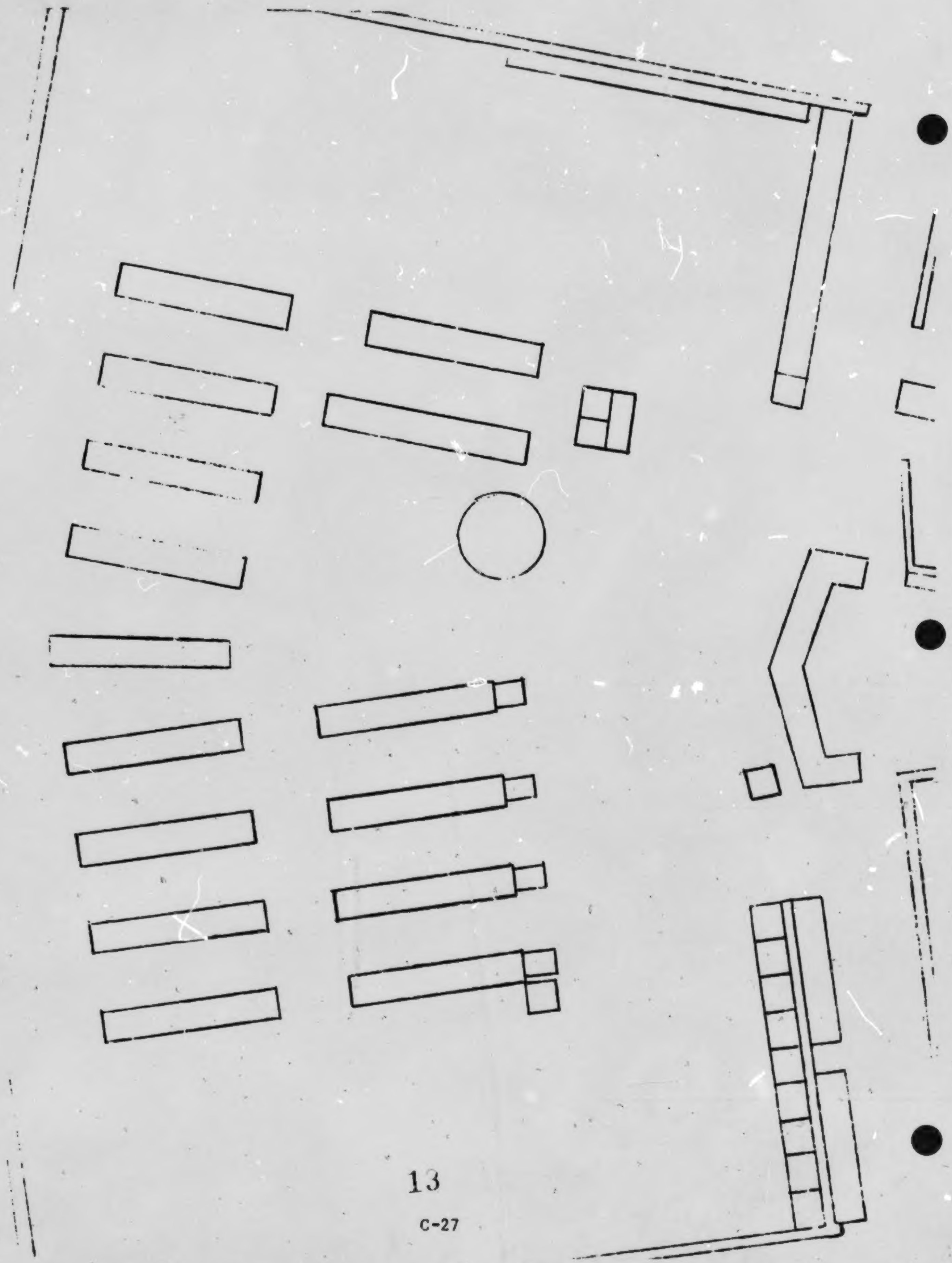
398	Carpenter	Tales of a Chinese grandmother
398	McAlpine	Japanese tales and legends
398.096	Dorson	African folklore
398.2	Arnott	African myths and legends
398.2	Bang	Men from the village deep in the mountains
398.2	Birch	Chinese myths and fantasies
398.2	Bratton	Myths and legends of the ancient Near East
398.2	Buck	Fairy tales of the Orient
398.2	Carpenter	People from the sky
398.2	Ch'iu	Chinese fables
398.2	Courlander	Kantchil's lime pit, and other stories from Indonesia
398.2	Courlander	The king's drum, and other African stories
398.2	Courlander	The tiger's whisker, and other tales and

FEB 26 19

Biography - Asia, Africa, and the Middle East

James B. Castle School

Call Number	Author	Title
920	Payne	Pharaohs of ancient Egypt
920	Yaukey	China's leaders in ideas and action
920.05	Roland	Profiles from the new Asia
920.06	Crane	Ms. Africa: profiles of modern African women
920.06	Kaula	Leaders of the new Africa
923.2	Kenworthy	Leaders of new nations
923.26	Dobler	Great rulers of the African past
923.26	Melady	Profiles of African leaders
923.26	Segal	African profiles
B Alireza	Alireza	At the drop of a veil
B Aylward	Burgess	The small woman
B Brooke	Brooke	Queen of the head hunters
B Buck	Buck	China past and present
B Chaka	Keating	Chaka, King of the Zulus
B Chiang	Yaukey	Chiang Kai-shek, generalissimo of Nationalist Chi



LIBRARY ASSIGNMENT

Locate the following on a map on the back of this paper of your school library:

1. Fiction shelves
2. Non-fiction shelves
3. Reference shelves
4. Encyclopedia shelves
5. Biography shelves
6. Reader's Guide to Periodical Literature
7. Hawaiiana shelves
8. Paperback rack
9. Newspaper rack
10. Periodical storage room
11. Pamphlet files
12. Card catalog
13. Charge-Out desk
14. Audio-Visual collection - filmstrips, kits, recordings
15. Wet carrels
16. Library Office books
17. Atlas stand

Turn in your paper to your teacher.

(OVER)

WORKSHEET
SKILLS: CONTENT OF CATALOG CARDS

#1

CHINA - DESCRIPTION AND TRAVEL

915.1 Burchett, Wilfred G.
B China, the quality of life by
Wilfred Burchett with Rewi Alley.
Baltimore: Penguin Books, 1976.
312p. maps.

1. China-Description & travel.
2. Communes (China)

#2

CHINA-COMMERCE-UNITED STATES-HISTORY

382
T Tamarin, Alfred.
Voyaging to Cathay: Americans in
the China trade by Alfred Tamarin &
Shirley Glubok. 1st ed.
New York: Viking Press, 1976.
202p. illus.

1. United States-Commerce-China-History
2. China-Commerce-United States-History

#3

CHINA-CIVILIZATION

951
C Cotterell, Arthur & Yong Yap.
Chinese civilization: from the Ming
revival to Chairman Mao by Yong Yap
& Arthur Cotterell.
New York: St. Martin's Press, 1977.
256p. illus (some color); 26cm
Bibliography, p.247-249

1. China-Civilization 2. Atomic warfare.

______1. Of the three books described which would be most likely to contain information on ancient Chinese custom of binding the feet?

______2. Which of the three books is the most likely to have the most recent information about China's foreign relations?

______3. Which of the three books described is most likely to have a detailed discussion of the kinds of lifestyles typical of China today?

______4. Of the three books described, which book would you expect to contain a history of U.S. trade with China?

______5. In which of the three books would you be most likely to find a description of clothing and food?

______6. In which of the three would you be sure of finding bibliographic references?

______7. In which of the three would you be most likely to find a list of goods sold to Chinese by U.S. merchants?

______8. According to information given on the cards, which of the three books would be of least value in finding illustrations of Chinese farms?

______9. Of the three, which would be least likely to contain details on the government of Chairman Mao?

Attachment #4

Objectives	Prerequisite Skills & Knowledge	Suggested Activities	Suggested Resources	Evaluation
Gr. 9: The student will select appropriate subject headings to find information on a given topic.				Performance test: Given a topic, the student will be able to select from the card catalog the specific and a general subject heading relating to the topic. Observation: Given topic for an assignment, student is able to find needed materials by locating them under different but related subjects.

C-24

Att. #3 cont'd.

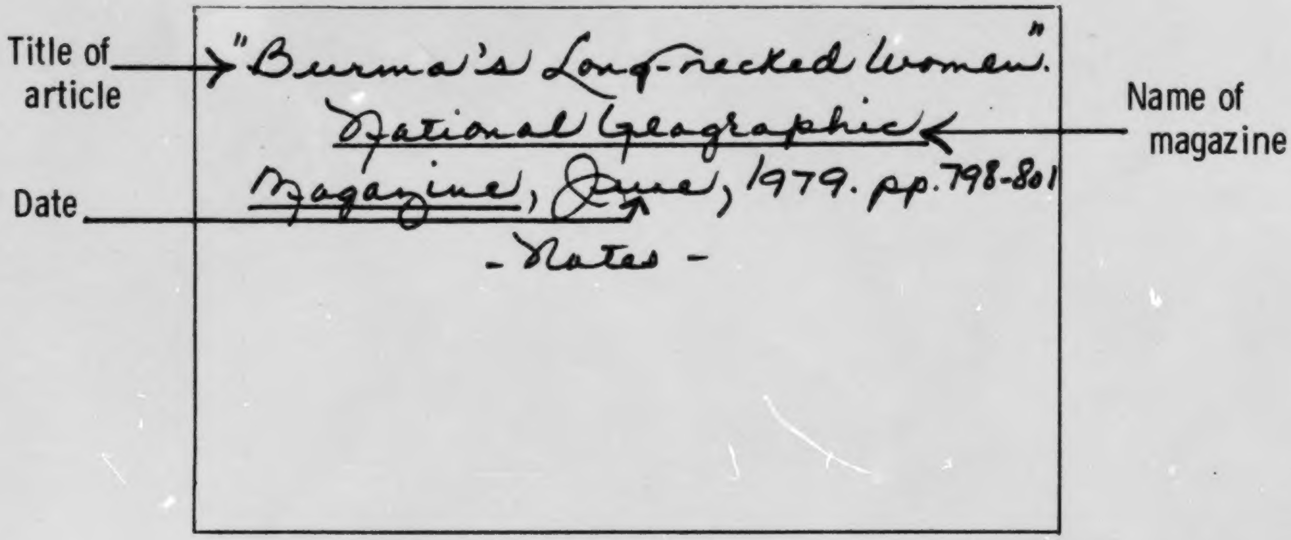
Excerpted from "A Learning Hierarchy for Grades 7-9
on the Use of the Card Catalog." 1978.

Mary Aoki	Julianne Kahlor
Vicky Bannan	Janet Sakai
Beverly Fujita	Patsy Suyat
Ruth Ishida	

Objectives	Prerequisite Skills & Knowledge	Suggested Activities	Suggested Resources	Evaluation
Gr. 7: The student will be introduced to difference between specific and general subject headings.	Student needs to know: -term "subject" -key words concept -subject cards -inductive/deductive reasoning; generalizing. -guide cards/guide words -how to read drawer labels -spelling/how to use the dictionary -how to use reference books like the almanac, encyclopedia	Use a worksheet containing several topic sentences. Direct students to underline key words in sentences. After activity, have students discuss answers and rationale for them.	Teacher-made worksheets.	
		Have students suggest several subject headings for a given topic and verify choices by checking in the card catalog.	Card catalog	Performance test: Given a topic, student will give 2-3 subject headings related to his/her topic.
Gr. 8: The student will find subject headings pertaining to the topic for which information is needed.		Have students suggest several subject headings for a given topic and verify choices by checking in the card catalog.	Card catalog	Performance tests: Given a set of narrow topics, student will relate them to general subjects.
The student will select a broad subject heading in the card catalog and narrow it to a more specific one.		Have student practice going from "general" to "specific" with a list of assigned topics.	Teacher-made list of topics.	Given a list of general topics, student will be able to give 2-3 related specific topics.
The student will select a very specific subject heading and relate it to a general one.		Have student practice going from "specific" to "general" with another list of topics.	Teacher-made list of topics.	

Attachment #3

How to make a bibliography, cont'd



"Burma's Long-necked Women." National Geographic Magazine, June, 1979. pp. 798-801

-Notes-

ARTICLE FROM MAGAZINE

A bibliography is a list of only the resources that you used in writing your report.

Sort your cards, arrange them in alphabetical order by the AUTHOR'S LAST NAME (if there is no author, use title), then list them all on a sheet of paper at the very end of your report. It should look like this:

1. "Burma's Long-necked Women." National Geographic Magazine, June, 1979. pp. 798-801.
2. Dibble, James B. The Plains Brood Alone; Tribesmen of the Serengeti. Zondervan Publishing House, 1973.
3. "Living in Malawi," Families in East Africa. (Sound Filmstrip) Encyclopedia Britannica Corporation, 1972
4. Songhay Empire. (Transparency) Milliken Publishing Co., 1971.
5. "Tanzania: Land," The World Book Encyclopedia, 1979. Vol. 19, p. 25.

How to make a bibliography, cont'd

"Living in Malawi", *Families in East Africa*. (Sound filmstrip) Encyclopedia Britannica Educational Corp., 1972.

(Example of using sound filmstrip from set of 4.)

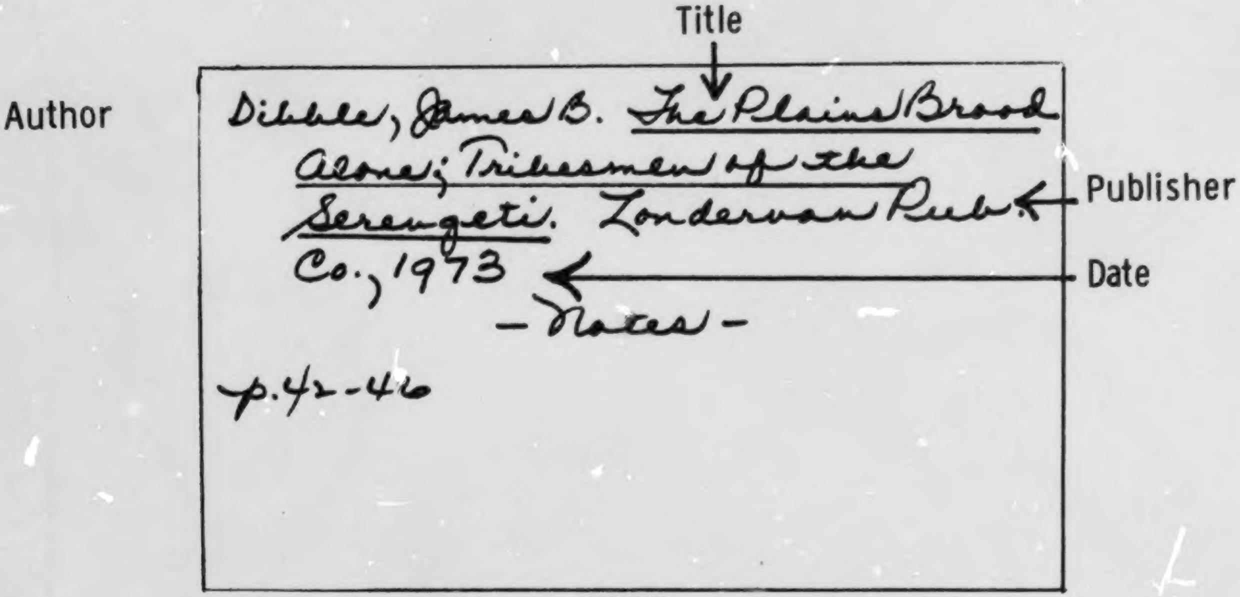
Songhay Empire. (Transparency) Milliken Pub. Co., 1971.

LISTING OF AUDIOVISUAL MATERIALS

Castle High School Guide
Page 7

HOW TO MAKE A BIBLIOGRAPHY

For every book or article you read, make out a bibliography card like these below:



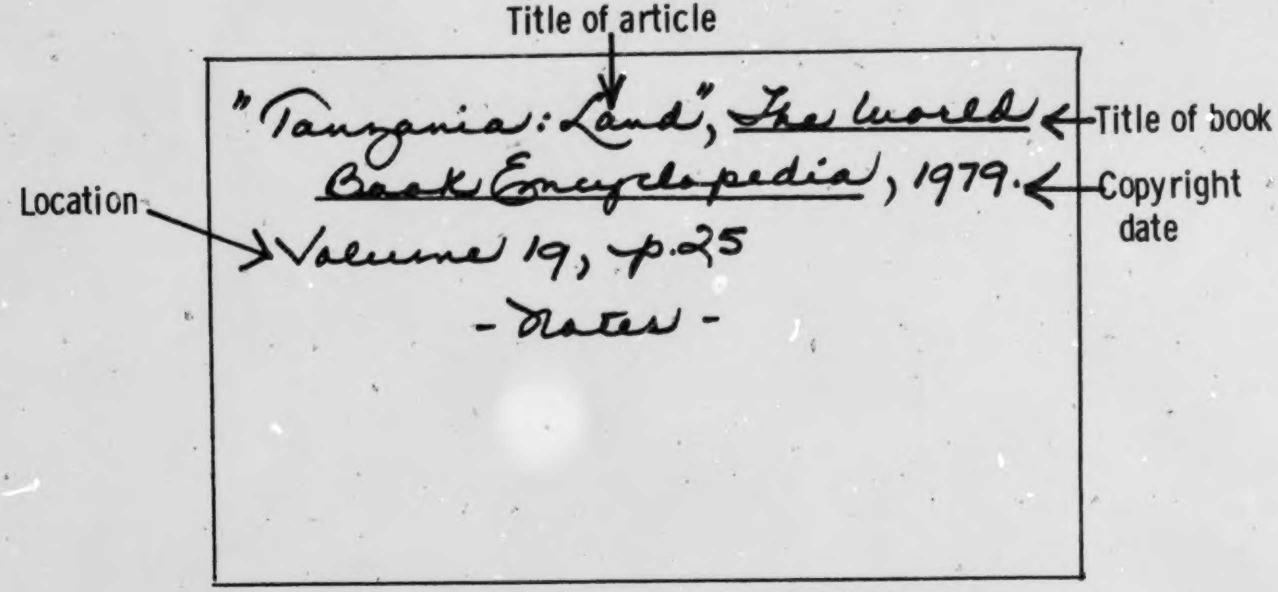
Title
Author
Publisher
Date

Dibble, James B. The Plains Brood Alone; Tribesmen of the Serengeti. Zondervan Pub. Co., 1973

-Notes-

p.42-46

BOOK



Title of article
Title of book
Copyright date
Location

"Tanzania: Land", The World Book Encyclopedia, 1979.

Volume 19, p.25

-Notes-

ARTICLE FROM ENCYCLOPEDIA

Castle High School Guide
page 6

(Example)

Use of Camels in the United States

I. Reasons for importation

  A. Historical background

  B. Proposed uses

    1. Military
    2. Beasts of burden

II. Purchase of animals

  A. Arrangements

    1. Diplomatic
    2. Government equipment

  B. Time element

III. Final history

  A. Legends

  B. Reasons for failure

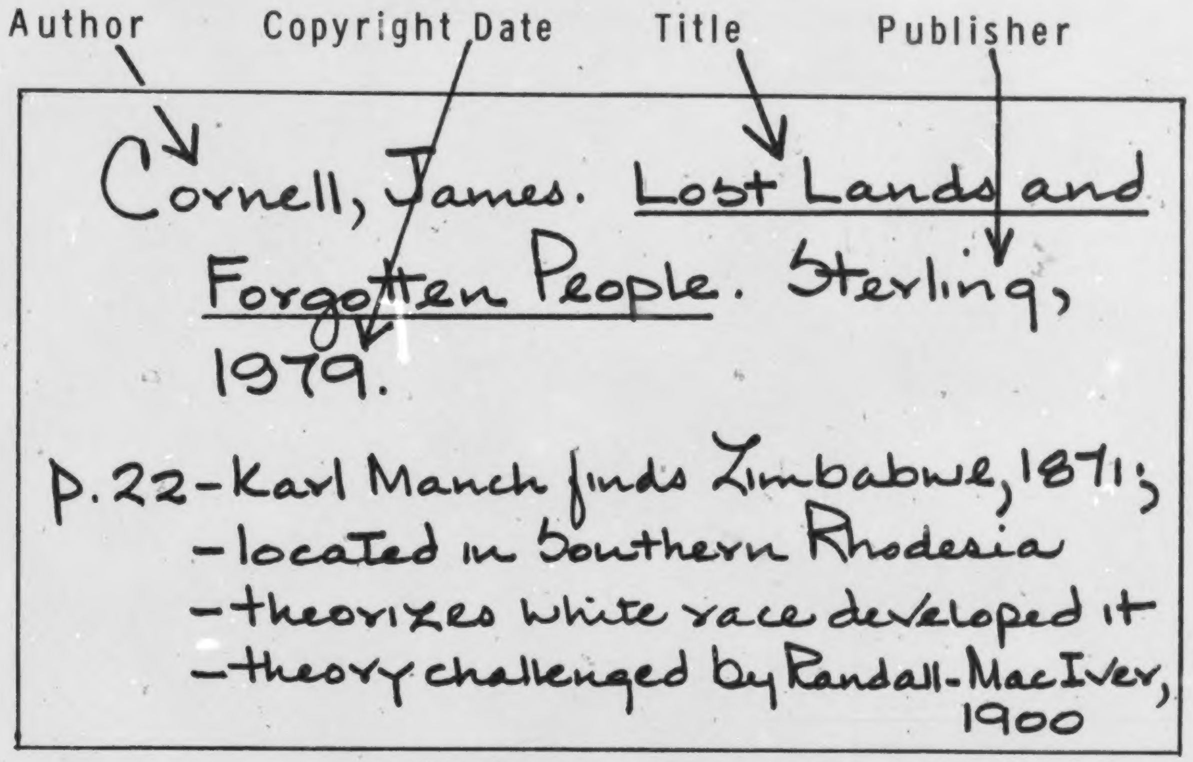
OUTLINING
(Standard Form)

I.
    A.
    B.
    C.
        1.
        2.
        3.

II.
    A.
    B.
        1.
        2.
            a.
                (1)
                (2)
            b.

HERE'S HOW IN NOTE-TAKING!

1. Scan your material.
2. Then read it more carefully.
3. Take notes on important points. Use the questions Who, What, When, Where, How, and Why to help you focus on what is important to your research problem.
4. Use 4"x6" cards or separate notebook sheet for each set of notes.


Author
Copyright Date
Title
Publisher

Cornell, James. Lost Lands and Forgotten People. Sterling, 1979.

p.22-Karl Manch finds Zimbabwe, 1871;
-located in Southern Rhodesia
-theorizes white race developed it
-theory challenged by Randall-MacIver, 1900

DECIDING ON A TOPIC

1. PICK A SUBJECT THAT INTERESTS YOU.

2. BE SURE THAT IT'S NOT TOO BIG TO HANDLE! Example: "India" is much too broad; so is "Explorers." Choose something about India ... her customs, people, festivals, etc.; or choose "Spanish Explorers of the New World."

3. BE SURE THAT IT IS NOT TOO NARROW! (You might not be able to find anything on it!) Example: "The Eating Habits of the Ona Indians of Tierra del Fuego" is much too narrow! Most libraries would have nothing to help you!

GO TO YOUR TEACHER FOR HELP. REMEMBER:

- Topic should be of interest to you.
- There should be enough to learn about it.
- There must be material on the subject available in your school or public library.

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Page 2

THE RESEARCH PAPER ----

The steps to follow:

1. Decide on a topic (with teacher's help)
2. Find all available resources.
3. Take clear notes (one to a card)
4. Plan a rough outline.
5. Write first draft.
6. Revise report (consistency of ideas, accuracy of information, grammar, etc.)
7. Organize your bibliography.
8. Make title page.

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Page 1

Attachment #2

AN INSTANT GUIDE TO WRITING A RESEARCH PAPER

Castle Library

Attachment #1

WRITING A RESEARCH REPORT
(Save for future use)

The steps to follow:

1. Decide on a topic.
2. Find all available resources.
3. Take clear notes.
   Use 4"x6" cards, one card for each note.
   Be sure to include bibliographic information at the top of each note card: author, title, publisher, and copyright date.
4. Plan a rough outline.
5. Write the first draft using your notes.
6. Revise your report; correct spelling, grammar and punctuation.
7. Organize your bibliography which is a list of all the resources that you used for information. It must be alphabetically arranged.

   Samples of Bibliographic Form:

   BOOK:
   Dibble, James B. The Plains Brood Alone; Tribesmen of the Serengeti. Zondervan Publishing House, 1973.
   MAGAZINE:
   "Burma's Long-necked Women." National Geographic Magazine June, 1979. pp. 798-801.
   ENCYCLOPEDIA:
   "Tanzania: Land," The World Book Encyclopedia, 1979, Vol. 19, p. 25.
   AUDIOVISUAL RESOURCES:
   "Living in Malawi," Families of East Africa (Sound Filmstrip) Encyclopedia Britannica Educational Corporation, 1972.
   China's People. (Study Prints) Encyclopedia Britannica Educational Corporation, 1978.

8. Make a title page.

Contact persons for this unit:

Irma Sue, Teacher
Shyrlene Lee, Librarian
Francine Grudzias, Librarian

James B. Castle High School
45-386 Kaneohe Bay Drive
Kaneohe, HI 96744
Phone: 235-4591

Objective VII (Reinforcement & Review)

The student will complete a bibliography.

SUGGESTED ACTIVITIES TO BE USED ONLY AS NEEDED:

- Using overhead transparencies, project various types of bibliographic forms, specifically for a book, an article from a reference book (encyclopedia, etc.), an audiovisual resource, and a periodical. Point out distinguishing elements of each. Pages 6-8 of the "Instant Guide" (Attachment #2) may be used as transparency masters.
- Have students share bibliographic information from their reports and take turns using the overhead projector to explain the bibliographic form they used.

SUGGESTED RESOURCES:

Hook, L. The Research Paper. 4th Edition. Prentice-Hall, Inc. 1969. pp. 53-60.
"Instant Guide to Writing a Research Paper," Castle High School Library, Rev. 1979, pp. 6-8.
Roth, Audrey. The Research Paper: Form & Content. 3rd Edition. Wadsworth, 1978. pp. 130-131 and 146-158.
Starkey, M. The Research Paper: From Start to Finish. American Book Co., 1978. pp. 83-92.
Turabian, Kate L. Student Guide for Writing College Papers. 3rd Rev. Ed. University of Chicago Press, 1977.
University of Chicago Press. Manual of Style. Rev. 12th Edition. University of Chicago Press, 1969.

EVALUATION:

Using their note cards, students will compile and attach to their completed reports bibliographies which are developed according to specified form.

Objective V (Reinforcement & Review)

The student will use research techniques to develop an outline.

SUGGESTED ACTIVITIES TO BE USED ONLY AS NEEDED:

- Using both "Questions to Explore" and notes, discuss main topics and possible supporting details.
- Using appropriate worksheets or overhead transparencies, supply students with a set of information and, with their help, develop an outline.
- Use worksheets or examples of outlines from sources selected with librarian's help, or exercises from resources listed below:

SUGGESTED RESOURCES:

Aston, M. Learning to Outline & Organize. ESP, Inc., 1977. pp. 6, 9, 10 (optional)
"Instant Guide to Writing a Research Paper," Castle High School Library, Rev. 1979, pp. 4-5
Starkey, M. The Research Paper: From Start to Finish. American Book Co., 1978. pp. 64-70.

EVALUATION:

Using their notes, students will develop outlines of their topics according to specified form.

Objective VI

The student will use research techniques to write the paper.

SUGGESTED ACTIVITIES:

1. Have students discuss concept of a "draft" and do rough draft, using outline.
2. Edit rough drafts and write final draft.
3. Discuss and practice writing quotations and footnotes according to a specified manual of style.

SUGGESTED RESOURCES:

MLA Handbook for Writers of Research Papers, Theses & Dissertations. Modern Language Association, 1977.
Roth, Audrey. The Research Paper: Form & Content. 3rd edition. Wadsworth, 1978. pp. 92-106.
Starkey, M. The Research Paper: From Start to Finish. American Book Co., 1978. pp. 71-82 and pp. 105-111.
University of Chicago Press. Manual of Style. Rev. 12th edition, University of Chicago Press, 1969.

EVALUATION:

Students will have used research techniques in completing their written reports.

Objective IV (Reinforcement and Review)

The student will use research techniques to develop skill in notetaking.

SUGGESTED ACTIVITIES TO BE USED ONLY AS NEEDED:

- Have students look at their topics. Having already spent time in the school library locating information on their topics, they may now list "Questions to Explore" about their topics, either narrowing or expanding what they have already located. They may list the basic questions Who, What, Why, When, Where, and How on separate lines and attempt to delimit their subjects as necessary by answering the questions. Use worksheet (Attachment #7) with this Objective and/or Objective III.

  These questions will serve as a guide when students return to the library to complete their research and they will simplify the outlining process for the students.

- Select samples of note-cards from Hook's book below and discuss.

- Have students use 3"x5" or 4"x6" cards and follow these steps in notetaking:

  1. Take one note per card.

  2. Write on one side of the card; clip or staple second card to first if more room is needed.

  3. Identify source from which notes are being taken by including AUTHOR (if given), TITLE, PUBLISHER, COPYRIGHT DATE.

  4. Put a subject heading in upper right hand corner to help organize notes later.

  5. Indicate number of the page or pages from which notes have been taken. You will need this information later for bibliography and/or footnotes.

  6. Use key words or phrases in taking notes.

  7. Write legibly.

SUGGESTED RESOURCES:

Hook, L. The Research Paper. 4th Edition. Prentice-Hall, Inc. 1969.
"Instant Guide to Writing a Research Paper," Castle High School Library, Rev., 1979. p. 3.
Roth, Audrey. The Research Paper: Form & Content, 3rd ed. Wadsworth, 1978. pp. 60-75.
Starkey, M. The Research Paper: From Start to Finish. American Book Co., 1978. pp. 12-18, 51-63.

EVALUATION:

Utilizing the steps in note-taking specified above and employing key words suggested by the "Questions to Explore," students will complete the necessary notes on their topics.

4. Selecting References

- Give students several reference materials related to the unit such as an encyclopedia of World History, a general encyclopedia, a world atlas, specific histories, etc. and have them choose and justify which would be best suited to their individual topics. Have students use criteria such as scope, accuracy, authority, and level of reading difficulty.

SUGGESTED RESOURCES:

- General encyclopedias, historical and biographical references, and individual titles in World History such as:
  - Asimov, Isaac. The Roman Empire. Houghton, 1967
  - McEvedy, Colin. The Classical World. Macmillan, 1974
  - Robinson, Charles A. Ancient History from Prehistoric Times to the Death of Justinian. Macmillan, 1967

EVALUATION:

- Having selected a topic, students will be able to locate their materials by using the card catalog.
- Students will be able to locate resources in all areas of their school library.
- Students will be able to select the information pertinent to their topic and organize it for note-taking purposes.
- Students will choose references for specific purposes and justify their choices.

Objective III

The students will proceed from an overview of their topics to secondary and primary sources.

SUGGESTED ACTIVITIES:

1. "Overviews" are contained in encyclopedias and students should be encouraged to consult available encyclopedias initially to get an idea of the scope of their topics. This, then, may be incorporated in the "Selecting a Topic" activities on page C-6.
2. "Weaning" from the encyclopedia should take place almost immediately after students derive their overviews. Students may be introduced to a variety of secondary and primary sources by the librarian who can visit the classroom with examples of each.

SUGGESTED RESOURCE:

Roth, Audrey. The Research Paper: Form & Content, 3rd edition.
Wadsworth, 1978. p. 39-40.

EVALUATION:

- Students will use encyclopedias and other general references to gain perspective on their topics and to derive a general idea of the scope of the topics.
- Students will be able to distinguish between primary and secondary sources in relation to the topic.

Objective II (Reinforcement & Review)

Student will locate, collect, evaluate and organize information from various sources.

SUGGESTED ACTIVITIES TO BE USED IN ANY ORDER AND ONLY AS NEEDED:

1. Locating Resources in the Library
   - Attachment #5 is an example of a Library Orientation assignment given all incoming 9th graders by the librarian at the beginning of the school year. This may be referred to by World History teacher to determine if students are sufficiently "at home" in the school's library.
   - Librarian may be enlisted to orient small groups of students to specific areas of resources relevant to this assignment, such as locations for African History (960), Readers' Guide, atlas collection, World History references, etc.
   - Librarian may visit classroom, issue a bibliography developed for the course (Attachment #6) and display and discuss book cart full of relevant references.
2. Card Catalog (General)
   - Review catalog card content with students in classroom. Using packs of sample catalog cards (borrowed from school library), have students take turns identifying cards as AUTHOR/TITLE/SUBJECT cards.
   - Project on the overhead projector samples of AUTHOR/TITLE/SUBJECT cards and have students identify and explain purpose of each.
   - On visit to school library give students subject headings that are guide words in school library's card catalog and direct them to find the drawer in which guide words will be found. (Librarian and/or teacher can quickly ascertain from this which students lack card catalog skills.)
   - Give students list of authors' names, titles, and subject headings. Have them 1) invert names and 2) list all names, titles, and subject headings in alphabetical order.
   - Visit school library and have students locate selected items above in card catalog. Librarian will aid teacher in giving individual aid and instruction as needed.
   - Give students card on each of which is one of the following: title of a book or title of a filmstrip, tape, record, kit, set of slides, transparencies, etc. Instruct students 1) to look in card catalog to find that specific card or cards, 2) to write down call numbers on scratch paper, and 3) to locate item(s) in the library.
3. Catalog Cards
   - Give students in small groups a limited time to list all of the contents of a given catalog SUBJECT card. Verify by having groups take turns pointing out location of each fact on the card.
   - Give students worksheets containing sample card. Have student fill out below name of author, title, call number, copyright date, etc.
   - Use worksheet, "Skills: Content of Catalog Card," Attachment #4, as exercise for determining if students understand contents of catalog card.

ACTIVITIES FOR UNIT OBJECTIVES

Objective I

The student will select a topic from among those general topics suggested by current World History assignment. (Secondary Social Studies Program Guide /Draft/. OIS, 1978. p. 37-43)

SUGGESTED ACTIVITIES:

1. On an overhead projector or chalkboard provide several topics related to the course determined to be of interest to students. Using a method like the sample below, have students discuss whether topics are too limited in scope or too broad for the research report assignment.

   Item example:

   Underline a topic if you believe it is not too broad and not too limited for the kind of report you've been assigned.
   1. The Earliest Civilizations and Their Characteristics
   2. How the Development of Agriculture Affected Man's Settlement in Communities
   3. Primitive Hunting Techniques of the Zimbabive Peoples
   4. The Neolithic Revolution
   5. Architectural Achievements of the Kushite Culture

2. Have students write on separate cards possible topics for their reports. Collect, shuffle, and "deal" cards to class. (No one should receive his/her own card.) Students will then discuss merit of topics on basis of being not "too broad" or "too limited."

3. After any of the above exercises class may visit the school library for ½ period to begin search for materials on their tentative topics.

4. If students need further reinforcement in distinguishing differences between "specific" and "general" subject headings in the card catalog, as well as reviewing cross-reference cards, refer to Attachment #3, an excerpt from "A Learning Hierarchy for Grades 7-9 on the Use of the Card Catalog," developed as a workshop project in 1978 by seven secondary school teachers and librarians.

SUGGESTED RESOURCES:

- Aston, Melba. Learning to Outline and Organize, ESP, Inc., 1977. p. 2 and p. 11 (Duplicating Masters)
- "Instant Guide to Writing a Research Paper." Castle High School Library, Rev., 1979. p. 2 (Pamphlet)
- Roth, Audrey J. The Research Paper: Form & Content, 3rd edition. Wadsworth, 1978. pp. 11-38
- Starkey, Margaret. The Research Paper: From Start to Finish. American Book Co., 1978. pp. 8-18 (Paperback)

EVALUATION:

Given an array of general topics from which to select, students will choose their topics, neither too broad nor too narrow in scope, for which they can develop satisfactory research reports using available school and community resources.

Initiating Activity for Unit

A. Objectives

The student will understand the following:

- a. The purpose of the assignment.
- b. The meaning of "research" as it applies to using a library and gathering information with a purpose in mind.
- c. The process of gathering information, checking it, organizing, and presenting it.

B. Suggested Activities

1. Explain the purpose of the research paper assignment; e.g. You will be writing a research report on an early civilization in order to learn how and why societies may satisfy their basic social needs. By learning specific research skills, you will, at the same time, be applying them to the writing of your report.

2. Using overhead transparencies corresponding to pages of "Instant Guide to Writing a Research Paper," Castle High School Library, Rev. 1979, discuss complete process involved in doing a research report. (After this presentation Attachment #1 "Writing a Research Report" was distributed to students and Attachment #2 "Instant Guide to Writing a Research Paper" was available in the classroom and library for reference.)

Related Foundation Program Objectives and Performance Expectations

Foundation Program Objective IV:

Develop Independence in Learning

Essential Competency: Uses resources for independent learning.

Performance Expectations for Library Skills:

Gr. 8 Uses library research techniques and a variety of resources to complete a brief report on an assigned topic.

Gr. 10 Uses research techniques and a variety of resources to complete a report with emphasis on exposition.

Performance Expectations for Social Studies:

Gr. 8 Gathers data from various sources and organizes the data related to a social problem.

Gr. 8 Organizes, analyzes, and interprets social science information from many sources in solving a social problem.

Gr. 10 Designs and implements a research project to test a hypothesis about a social problem.

UNIT OBJECTIVE

Given a choice of topics posing social problems related to the World History period currently under study, the student will apply research skills to writing a report aimed at analyzing and interpreting information from a variety of resources and formulating a conclusion based on the data gathered.

SPECIFIC UNIT OBJECTIVES

1. The student will select a topic from among those general topics suggested by the World History Course Outline. (See Secondary Social Studies Program Guide (Draft), O.I.S. 1978, pages 37-43.)
2. The student will locate, collect, evaluate and organize information from various sources.
3. The student will proceed from an overview of the topic to secondary and primary sources.
4. The student will develop skill in notetaking.
5. The student will develop skill in outlining.
6. The student will complete the report.
7. The student will compile a bibliography.

Suggested Time Schedule for Unit

1st Week	
Initiating activity (see p. C-5).	1 period
Selecting topics combined with visits to school library	2-3 periods
Locating resources in the library (card catalog, library arrangement, etc.).	1-2 periods
2nd Week	
Continue locating resources, especially reinforcement in use of catalog cards and using card catalog, combined with daily visit to school library.	2 periods
Begin collecting and evaluating resources in library. Begin class sessions on notetaking and outlining skills.	3 periods
3rd Week	
Continue practicing notetaking and outlining while researching topic in school library.	3 periods

STUDY SKILLS INTEGRATED INTO THE TEACHING OF A CONTENT AREA: A NINTH GRADE RESEARCH PAPER IN WORLD HISTORY

INTRODUCTION

Study skills are lifetime tools that can best be taught when integrated with the curriculum. This integration can be achieved and instruction made more meaningful to students when there is a continuous, cooperative teaching arrangement between teacher and librarian. Consequently, skills instruction, geared to the needs of students, can grow out of content area assignments like the unit developed here in World History.

This unit which integrates the teaching of research skills with an assignment in ninth grade World History was developed by a Social Studies teacher and two librarians at James B. Castle High School. It was designed to meet the needs of entering ninth grade students who either lacked the necessary research skills or needed reinforcement in them in order to complete class assignments.

While students' abilities in any given class will vary, this unit assumes functional knowledge of certain prerequisite skills such as alphabetizing, use of the Dewey Decimal System, and the "call number," how to distinguish among various types of materials such as FICTION, NON-FICTION, REFERENCE, AUDIOVISUAL RESOURCES, etc.

Teachers utilizing this unit will want to assess where their students are by referring to the Scope & Sequence Chart in the D.O.E. guide Study Skills Related to Library Use: A K-12 Curriculum Guide for Teachers and Librarians and by pre-testing their students.

It is strongly recommended that teachers and librarians who note an obvious lack of prerequisite skills in their ninth grade students refer to Section I, Part A, SAMPLE RESEARCH UNIT ON EXPLORERS FOR UPPER ELEMENTARY LEVEL, pages A 3-40, and adapt whatever aspects of it fit their students' needs. In addition, secondary teachers and librarians should refer to Part B, INSTRUCTIONAL MODEL, page A 48 "Sequencing for Success" and the subsequent example of task analysis as a means of avoiding combining too many steps in teaching research skills.

Several "SUGGESTED RESOURCES" are listed as examples. Teachers should also use their own or with their school librarians' help, seek out other resources better suited to the needs of their students.

SECTION III

A SAMPLE UNIT

STUDY SKILLS INTEGRATED INTO THE TEACHING OF A CONTENT AREA: A NINTH GRADE RESEARCH PAPER IN WORLD HISTORY

CREDIT TO:
IRMA SUE, TEACHER
SHYRLENE LEE, LIBRARIAN
FRANCINE GRUDZIAS, LIBRARIAN
JAMES B. CASTLE HIGH SCHOOL

TITLE *LIVING AUTHORS UNIT*

Grade: *5* **Plan:** *Lesson 3* **Time:** **Curriculum Area:** *Language Arts* **Major Topic:** *Display*

ENTRY SKILL

FOUNDATION PROGRAM OBJECTIVES (circle appropriate objectives):
1. Develop basic skills for learning and effective communications with others. 2. Develop positive self-concept. 3. Develop decision-making and problem-solving skills. 4. Develop independence in learning. 5. Develop physical and emotional health. 6. Recognize and pursue career development as an integral part of personal growth and development. 7. Develop a continually growing philosophy that reflects responsibility to self as well as to others. [✓ 8.] Develop creative potential and aesthetic sensitivity.

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages *84* Category *Language Arts*
Objectives: *Recreates impressions, thoughts, and ideas stimulated by literary works through oral, written, or visual modes. Performs or produces creative works in various modes of expression.*

STUDY SKILLS RELATED TO LIBRARY USE
Pages *D - 26*
Category *Appreciation of Resources*
Objectives *Have the opportunity to participate in creative activities related to library resources.*

CURRICULUM OR TEXTBOOK GUIDE
Title
Pages
Category
Objectives

B-8

INTEGRATED OBJECTIVE(S): **STUDENT WILL:** *Participate in making a display utilizing the reading, listening and viewing experiences and the responses from the authors.*

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
1. *The student will listen to a presentation on effective displays and how to create them.*	*Library Displays: Their Purpose, Construction & Use. Mona Garvey, 1969, Wilson.*		X	
2. *Examine craft books for examples and ideas.*	*craft books*			
3. *Prepare a display on authors featuring letters, book jackets, books, and related art work.*	*materials to be displayed* *art supplies*	*assessment of display*	X	X

Major Topic: Letter writing (continued) - Page 2

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
4. Teacher and students discuss and agree upon criteria for proof reading.			X	X
5. Exchange letter with a classmate and check according to criteria for proof reading.				
6. Revise letter as needed.		Assessment of letters written by students.	X	
7. Prepare final letter, envelope, and mail.			X	

Grade: 5 Plan: *Lesson 2* Time: ____ Curriculum Area: *Language Arts* Major Topic: *Letter writing*

ENTRY SKILL

Can write complete simple sentences

FOUNDATION PROGRAM OBJECTIVES (circle appropriate objectives):
[✓ 1.] Develop basic skills for learning and effective communications with others. 2. Develop positive self-concept. 3. Develop decision-making and problem-solving skills. [✓ 4.] Develop independence in learning. 5. Develop physical and emotional health. 6. Recognize and pursue career development as an integral part of personal growth and development. 7. Develop a continually growing philosophy that reflects responsibility to self as well as to others. 8. Develop creative potential and aesthetic sensitivity.

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages *18* Category *Language Arts: Writing*
Objectives: *Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation.*

STUDY SKILLS RELATED TO LIBRARY USE

Pages *C - 21*
Category *Appreciation of Resources*
Objectives *The student will participate in several creative activities related to library resources.*

CURRICULUM OR TEXTBOOK GUIDE

Title *Discovery in English*
Pages *Teacher's ed. 119*
Category *Writing a letter to an author*
Objectives *The students will discover the importance of form and content in formal letters as they write to authors.*

B-6

INTEGRATED OBJECTIVE(S): STUDENT WILL: *Write a personal letter to an author using appropriate letter form, spelling, capitalization, and punctuation as one form of creative activity related to library resources.*

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
1. *Listen to a presentation on letter-writing skills.*			X	
2. *Students prepare questions to ask authors based on research done in first lesson.*			X	
3. *Work independently on letter to an author utilizing correct form.*	*Discovery in English. Ed. John S. Hand et al. 1972, Laidlaw. Pages 265-267.*		X	X

Major Topic: Reading and Research (continued) - Page 3

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
	Books are by People: Interviews With 104 Authors and Illustrators of Books for Young Children. Lee Bennett Hopkins, 1970, Scholastic Book Services. "First Choice: Authors and Books" Brighty of the Grand Canyon by Marguerite Henry, Pied Piper Productions (sound filmstrip).			

Major Topic: Reading and Research (continued) - Page 2

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
3. Using the results of the survey, ask the librarian to give book talks to further stimulate interest in selecting materials. Book talks will guide students to authors who focus their writing on topics of interest to the student. (This activity is also coordinated with the Nene reading program which emphasizes reading current fiction by living authors.)	library books Nene reading list			X
4. Have students select, read, listen and view a variety of materials independently.		student activity log.	X	X
5. Have students share one of their reading, listening, or viewing experiences and tell why they did or did not enjoy the material.		Observation	X	X
6. Ask students to list 3 favorite authors.			X	
7. Post a list of favorite authors and have students choose a favorite author from the posted list.			X	
8. Lead discussion on what students want to know about the authors: who, what, when, where, why, how.			X	
9. Have students use the library to find materials on authors, hear tapes on author's interviews and stories and research to find answers to questions raised in discussion. (Activity 8)	biographies encyclopedias special reference books such as: *Something About the Author: Facts and Pictures About Contemporary Authors and Illustrators of Books for Young Children.* Ed. by Anne Commire, 1978, Gale. *Junior Book of Authors.* 2nd rev. ed. Ed. by Stanley J. Kunitz and Howard Haycroft. 1951, Wilson.	Students are able to locate resources by and about the authors	X	X

TITLE LIVING AUTHORS UNIT

Grade: 5 **Plan:** Lesson 1 **Time:** **Curriculum Area:** Language Arts **Major Topic:** Reading and Research

ENTRY SKILL

1) awareness of resources available in the library.
2) knowledge of how to use the card catalog.

FOUNDATION PROGRAM OBJECTIVES (circle appropriate objectives):
[✓ 1.] Develop basic skills for learning and effective communications with others. 2. Develop positive self-concept. 3. Develop decision-making and problem-solving skills. [✓ 4.] Develop independence in learning. 5. Develop physical and emotional health. 6. Recognize and pursue career development as an integral part of personal growth and development. 7. Develop a continually growing philosophy that reflects responsibility to self as well as to others. 8. Develop creative potential and aesthetic sensitivity.

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages 84, 88 Category Language Arts/Library Skills
Objectives: Gives reasons for enjoying or not enjoying a literary work. Participates in a variety of library activities for pleasure and information.

STUDY SKILLS RELATED TO LIBRARY USE

Pages C - 20
Category Appreciation of Resources
Objectives Participates in reading, listening, and viewing activities for pleasure and information.

CURRICULUM OR TEXTBOOK GUIDE

Title Discovery in English
Pages Teacher's ed. pp. 117-118
Category Talking about books
Objectives The students will differentiate among the kinds of books as they discuss books they have read.

INTEGRATED OBJECTIVE(S): STUDENT WILL: Read, listen, and view a variety of resources for pleasure and information, select an author, and do some research on that author.

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
1. Teacher asks students to "sell" their favorite books to classmates by using various devices such as giving book talks, sharing posters they created, sharing audiovisual materials about books, and featuring book jackets on a bulletin board.	bulletin board book jackets posters audiovisual materials	Observation of interest in books shared by students.	X	X
2. Conduct survey of students' reading interests.	Discovery in English. Ed. John S. Hand et al. 1972, Laidlaw.		X	X

LIVING AUTHORS UNIT

The major purpose of this unit is to interest students in books by focusing attention on authors and the books they have written. The approach integrates library skills with language arts as students learn how to write letters to authors in order to find out more about them. The students' interest in books and authors is greatly enhanced by the personal responses they receive from the authors.

OBJECTIVE OF THE UNIT

The student will read, listen, and view a variety of resources for pleasure and information, write a personal letter to an author, and participate in making a display to share the responses from the authors.

SECTION II

SAMPLE UNIT ON LIVING AUTHORS FOR UPPER ELEMENTARY LEVEL

CREDIT TO:
TOMIKO IKUTA, TEACHER
RUTH PETROWSKI, LIBRARIAN
KOKO HEAD SCHOOL

Contact persons for this unit:

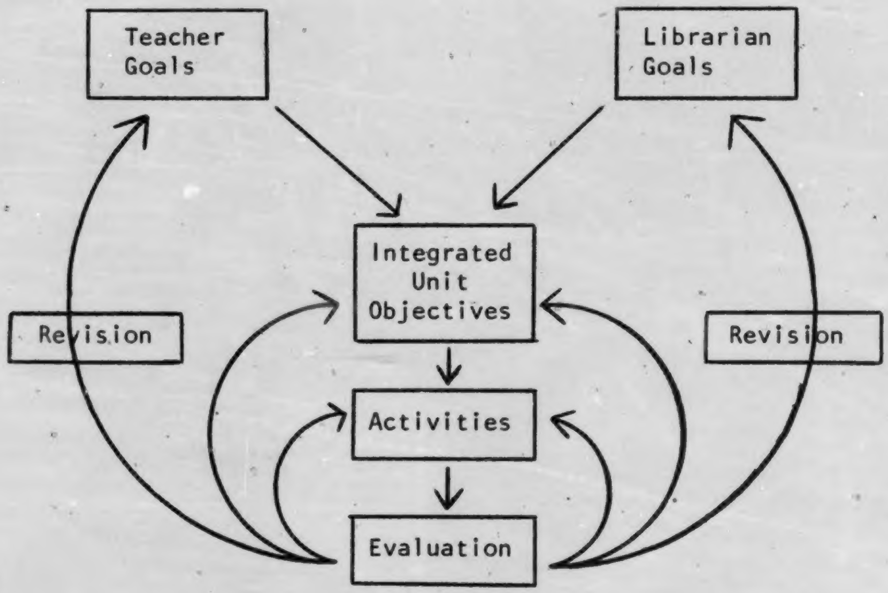
Lois Lum, Teacher
Karen Muronaga, Librarian
Kaelepulu Elementary School
530 Keolu Drive
Kailua, Hawaii 96734
Phone: 261-0566

3. Mini-units

The team decided that, instead of revising the entire unit every time it was used, they would try to break the unit into a series of mini-units, e.g. one on bibliography, taking notes on cards, etc., so that mini-units could be used as needed, depending on the results of assessment. These mini-units are shown on the Chart: Sequence of Tasks/Integration of Instructional Areas on page A-59.

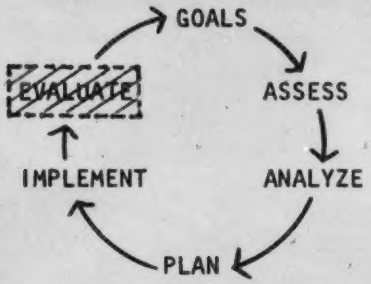
4. Integrating goals

As the teacher and librarian worked more and more as a team, they became increasingly aware that their goals as teacher and as librarian - once separate - were now beginning to relate and be supportive of each other's goals. For example, they could see that the students' classroom needs for writing skills and library needs for better retention of library skills could both be met by having students apply library and writing skills to complete a research project on explorers.



5. Emphasis on growth - rather than polished reports

The team found that setting realistic expectations for individual children and a greater interest in the growth of children through improved performance were far more important than polished reports as final products.



Evaluation in the instructional model is defined as a final evaluation at the end of the entire unit. This type of evaluation is in contrast with the evaluation check points taken at various times during the unit to see how the students are doing.

Some of the major findings of this teacher-librarian team's final evaluation are shared here because they may be useful to others trying similar instruction:

1. Sequencing for success

   The use of task analysis, i.e. the sequencing of lessons in small enough steps to avoid gaps in the sequence or the mistaken assumption that the student already had certain skills, was critical to the success of lessons. The following is an example of task analysis:

   General Encyclopedia

   Task Analysis

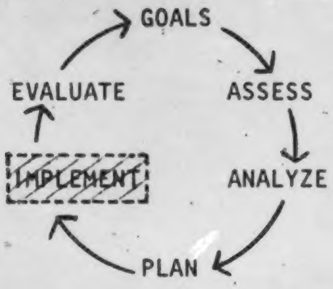
   KNOWLEDGE/TASK

   Definition of encyclopedia
   Volume Number
   Guide Letters
   Guide Words
   Alphabetical arrangement
   Letter by letter arrangement
   Word by word arrangement
   Headings/sub-headings
   Key words
   Cross references
   Topical arrangement
   Thematic arrangement
   Index arrangement
   Bibliography

   Breaking a task down into steps and carefully monitoring the number of steps covered at one time makes learning more successful for more students. In addition, focusing on certain skills at every level was seen as another way to increase learning. Thus, the need for a grade-by-grade continuum of library skills evolved.

2. Learning can be fun

   Students mentioned in their evaluation that they disliked doing just paper-pencil activities. There was need for a variety of activities, including game-type activities that were fun.



The implementation phase would involve the actual "try-out" of the planned research unit. The following chart describes the general sequence of tasks and integration of subject areas.

CHART: SEQUENCE OF TASKS/INTEGRATION OF INSTRUCTIONAL AREAS

THE PROJECT	LIBRARY SKILLS	LANGUAGE ARTS	SOCIAL STUDIES
CHOOSE A SUBJECT	Locate Resources Using the Encyclopedia	What is a Subject? Choosing a Subject Skim, Scan, Study I	Identifying the Problem
WRITE QUESTIONS		What is a Question? Formulating Questions	
READ & TAKE NOTES	Bibliography Cards	Skim, Scan, Study II Take Notes on Cards Reading-Content Area	Discuss Content Area Mapping Skills
MAKE AN OUTLINE		Categorizing Outlining Format	Organizing Data
WRITE A ROUGH DRAFT	Write Bibliography	Writing Paragraphs Extending Sentences Combining Sentences Editing	
WRITE A FINAL DRAFT		Report Writing Format Writing in Ink	
SHARE THE INFORMATION	Preparing Visuals Utilizing Visuals	Presenting Oral Reports Organizing Data-Charts	Utilizing Data Generalizing Information

The practicing teacher-librarian team felt that this format benefited them in two major ways:

1) It provided a "quick and easy" way to get at needed information that proved most practical in their day-to-day operations.

   Though by no means providing a comprehensive, prescriptive way of getting at information, sufficient analysis could be done so that planning was not occurring in a vacuum.

2) It was flexible and could be used for a variety of purposes -- e.g. diagnosis, assessment, analysis, and even evaluation.

ANALYZING STUDENTS' NEEDS IN ENCYCLOPEDIA SKILLS - Grade 5

Assessment Table - second year

A-57

Sample: Second Year

	What skills were covered in Grade 4?	Results of Assessment, Sept. 19__	Difficulties encountered with the previous 5th grade class	Materials needed	Parts to develop or re-design
Students		Students showed they were able to: 1. Locate the set encyclopedias in the library. 2. Locate their topic in the encyclopedia. 3. Explain the arrangement of encyclopedias.			
Librarian	1. General arrangement of encyclopedias. 2. How to use Guide Words. 3. Introduce concept of Skim, Scan, Study (Main headings).	"Had good retention of skills taught in grade 4. Was rather surprised that they retained that much."	1. Students were unaware of differences between two editions. 2. Cross reference material could use some revision.	1. More easy-to-read texts on explorers. 2. Another set of encyclopedias.	Re-design bibliography card tasks.
Teacher 5	"Saw you teach encyclopedia skills to fourth graders last year. What skills did you cover?"	"Can begin to upgrade types of skills taught.!"	1. Students had difficulty locating specific information on a printed page. 2. Explorer unit was too long. Some skills could be covered in another unit.	1. More shapes for teaching outlining skills.	Look for approaches in teaching sentence combining.
Parents		Were glad that their child received instruction in doing research.		(Parent volunteers will help to assemble the outlining skills packet)	

The next two samples demonstrate how the table was used to organize known bits of information regarding a need so that data could then be more easily analyzed.

The team discovered that during the first year this was attempted the information gathered was simple, sparse, and general. In the second year information gathered became more plentiful and specific as they gained experience in gathering data for analysis.

Sample: First Year

ANALYZING STUDENTS' NEEDS IN ENCYCLOPEDIA SKILLS - Grade 5
Assessment Table - first year

	What did students do in Grade 4?	Which skills did students know?	What are the students needs?	How can each of us contribute to the students' needs?
Students	(Did not ask students)	Through a test designed by librarian, students indicated their strengths and weaknesses.		
Librarian	Students used encyclopedia as needed.	"Test was given to verify my observations"	"All fifth graders should know how to use the encyclopedia"	1."Work together to dev.one unit (content area) which combines lib.skills and lang.arts skills. 2."What unit will be appropriate for fifth graders?"
Teacher 5	"I'm new to the school"		"Past experience in other schools indicate need to reduce the amount of plagiarism in report writing"	1.(Agreed with libn. on item #1) 2."How shall we divide the responsibilities?"
Teacher 4	"Librarian worked with some students who needed to use the encyclopedia"		Confirmed above information	

The table shown below can be used to organize information for a variety of purposes by simply using different headings to fit the purpose. The practicing teacher-librarian team used the format for diagnosing, assessing, analyzing, and even evaluating.

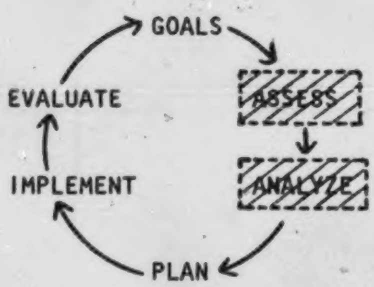
TABLE FORMAT:

HEADING #1	HEADING #2	HEADING #3	HEADING #4	HEADING #5	HEADING #6

The following sample demonstrates its use in planning procedures for gathering data to answer the question:

What do students know about research skills?

Who can give information?	How will they give it?	What subject or skill area?	Where will they give it?	When will they give it?
Students	taking a written test	research - using the card catalog	classroom	Monday
Teachers	being surveyed	research - writing skills	grade level meeting	Wednesday afternoon
Librarian	discussing specific needs	research - lib. skills being integrated in curriculum area	teachers' lounge	after school
Administrator	observing students	research - lib. lessons on the encyclopedia	library	Second quarter
Parents	filling in questionnaire	research - sharing of projects	at home	May
Others	listening (phone calls)	reading - SCAT Results	community	After test score results appeared in newspaper.

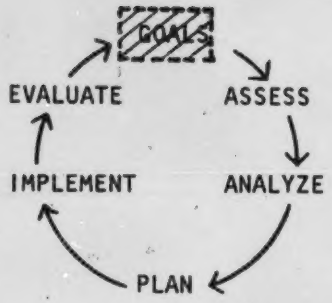


The teacher-librarian team quite often considered the assessment and analysis components of the instructional management process in close conjunction with each other.

Assessment--formal or informal--is a way of determining the needs of learners so that instruction can be addressed to meeting those needs. An example of formal assessment is the analysis of student standardized diagnostic test results. Less formal means of assessment are also available and helpful in getting at needs.

Analyzing the data collected from the assessment will enable teacher and librarian to come to some informed conclusions about the kind of instruction they should plan.

Data collected can be organized and visually presented on a table for ease in analysis.



Goals embody the long-range directions toward which instructional efforts are aimed. There are broad goals described in the Department of Education's Master Plan for Public Education in Hawaii and more specific goals stated as objectives in The Foundation Program for the Public Schools of Hawaii toward which all schools need to direct their efforts. The Foundation Program Objectives include:

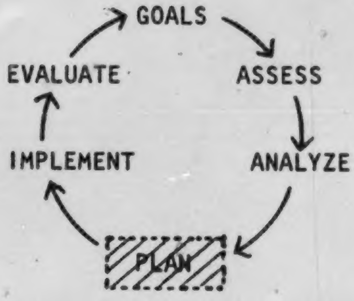
1. Develop basic skills for learning and effective communication with others.
2. Develop positive self-concept.
3. Develop decision-making and problem-solving skills.
4. Develop independence in learning.
5. Develop physical and emotional health.
6. Recognize and pursue career development as an integral part of personal growth and development.
7. Develop a continually growing philosophy that reflects responsibility to self as well as to others.
8. Develop creative potential and aesthetic sensitivity.

More specific learner outcomes can be considered at this point. These are found in the document Student Performance Expectations of the Foundation Program.

In addition, each teacher's or librarian's philosophy will affect the decisions made about how each will teach children. For example, a teacher who believes that all children can learn will probably work in a different way with a child having difficulty learning as compared with a teacher who believes that only 90% of children can learn.

Since goals and philosophy do have a definite influence on instruction, teachers and librarians need to pay conscious attention to this aspect in planning instruction.

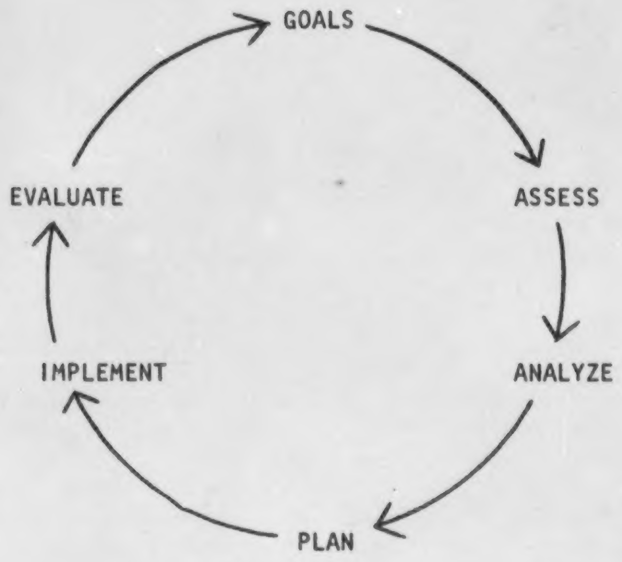
PUTTING THE INSTRUCTIONAL MANAGEMENT PROCESS INTO PRACTICE



The teacher-librarian team found that they felt most comfortable starting at the point of the circle labelled "PLAN." However, both brought to the planning session an awareness of student needs and some idea of goals and direction. As they became more proficient in working with the instructional management process, they found that they were better able to document needs and goals. The process of putting the instructional management process into practice was a gradual learning experience for them. The more they used the process the more comfortable they became in covering each step of the process.

The final product of the planning step is the research unit as described in Section I, Part A.

INSTRUCTIONAL MANAGEMENT PROCESS



The instructional management process above presents the steps used by the teacher-librarian team in developing the unit on explorers. The team used this process starting at one of the points on the circle. They found the important point for them is not where they start but that they are careful to cover all points on the circle. Because it is a process that actually works for this team and provides them with a systematic approach to planning instruction, it is being shared.

There are many other instructional management processes that might be used. They range from the very simple to the very sophisticated and are designed to fit the needs of all kinds of users.

In the following pages, each step of the process will be further elaborated in terms of the development of the unit on explorers.

SECTION I

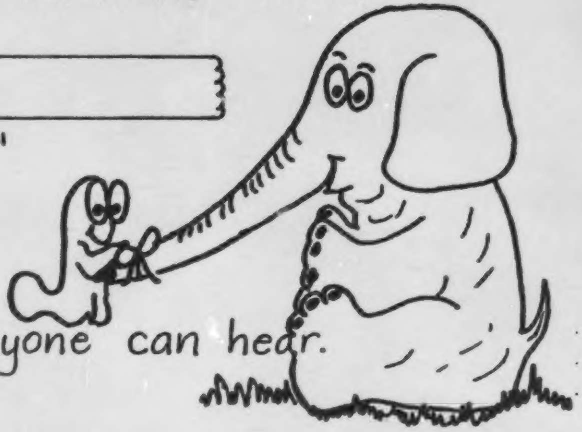
PART B

INSTRUCTIONAL MANAGEMENT PROCESS FOR EXPLORERS UNIT

Step 7: Share the Information

Things To Remember When Reporting

Before presenting your report to class, have someone listen to you and check the items below.



____

Name of "**Expert**"

Yes No

____ ____ 1. Speaks so that everyone can hear.

____ ____ 2. Uses new and interesting words.

____ ____ 3. Looks at audience and speaks to them.

____ ____ 4. Says words clearly and explains things carefully.

____ ____ 5. Stands aside when pointing to parts of the instructional aid.

____

Signature of Person Checking You

Step 7: Share the Information

Standards For My Instructional Aid

Ask yourself the following questions. If the answer is "**yes**," put a check mark in front of the question. If the answer is "**no**," be sure you get it done.

_____ 1. Do my materials attract attention?

_____ 2. Is the layout of my material planned?

_____ 3. Do my materials hold interest?

_____ 4. Did I produce my materials neatly?

_____ 5. Do the materials focus on my subject?

_____ 6. Did I choose interesting and different ways of presenting my materials?

Step 7: Share the Information

Ideas For Presenting Your Information

Making your report interesting is very important. Everyone wants to hear you talk, but they also want to see what you have done. There are many, many ways to do this.

Check the items that you think will add more interest to your report. The items checked should be produced by you.

___ Pictures
___ Magazines
___ Models of people, places, and things
___ Videotape
___ Tape recordings
___ Slides
___ Movie films
___ Overhead transparencies
___ News articles
___ Filmstrips

___ Puppets
___ Snapshots
___ Displays
___ Demonstrations
___ Globes

___ Specimens
___ Cartoons
___ Dioramas
___ Murals
___ Charts
___ Maps
___ Posters
___ Diagrams
___ Demonstrations
___ Movie roll

(Final Draft p. 2)

The World's Two Largest Animals

The elephant is the largest animal that lives on land. It is so large it can carry heavy logs with its trunk. At birth a baby elephant weighs as much as 200 pounds. When full grown, an elephant often weighs five tons and stands eleven or twelve feet high.

The whale is the largest of all sea animals. If it could stand on its head, a whale could be as tall as a five story building. A baby whale at birth may weigh as much as two full-grown elephants. A full grown whale often weighs 50 times as much as an elephant.

Kimo Brown

Step 6 ~ Write A Final Draft

How A Report Should Look

1. Leave a space at the top of the page.
2. Write the title in the center of the line.
3. Leave a blank space below the title.
4. Make 1 inch margins on both sides of the page.
5. Indent the first word of each paragraph.
6. Sign your full name.

Activity

Study the report on the next page.

Fill in the circles using the numbers above for your answer.

Writing A Bibliography

A **bibliography** tells you where you got your information.

Remember:

1. Items are arranged in alphabetical order.
2. If an item takes more than 1 line, the second line should be indented. Be sure to double-space between items.
3. Commas are used between all parts of a bibliography item.
4. You may have explored many sources, but you should include only the materials in which you really found information for your report.

*Practice writing a bibliography for a report on China. These are the bibliography cards used in the report.

B-1
Gray, Noel
A Look At China
New York, Random Press
1972

B-3
Darbois, Dominique
Kai Ming, Boy of Hong Kong
New York, Follett
1960

B-2
Chang, Wing
"Chinese Writing"
World Book Encyclopedia
Chicago, Field Enterprises
1977

B-4
Chinese Festivals
(Filmstrip)
Bailey Films
1970

Writing A Bibliography

~Sample~

A bibliography is a list of sources you used in completing your report. It should be prepared with care.

Remember:

1. Items are arranged in alphabetical order.
2. If an item takes more than 1 line, the second line should be indented. Be sure to double-space between items.
3. Commas are used between all parts of a bibliography item.
4. You may have explored many sources, but you should include here only the material in which you really found information for your report.

Bibliography

Columbus, (Filmstrip), Encyclopedia Britannica Films, Inc. 1960.

Dalgliesh, Alice, The Columbus Story, New York, Scribner's Sons, 1955.

McGovern, Ann, The Story of Christopher Columbus, New York, Random House, 1962.

Morison, Samuel, "Christopher Columbus", World Book Encyclopedia Chicago, Field Enterprises Educational Corp., 1979.

Step 5 ~ Write A Rough Draft

Checking Your ROUGH Draft

Is your report arranged in an orderly manner?

Is your information accurate?

Is your choice of words clear and accurate?

Did you check your spelling, punctuation, capitalization and sentence combining?

Not a worksheet.
Notes for teachers
only.

Step 5 - Write a Rough Draft

Have students arrange their note taking cards according to their outline.

By combining and/or extending sentences from their note taking cards, students can write a rough draft that has been organized into paragraphs.

OFTEN ... the main headings will be the signal starting a new paragraph.

SOMETIMES ... the sub-headings (if there are many) will trigger each new paragraph.

Comment: Some students may choose to re-do their outline after attempts at writing the rough draft. It was a profitable experience for the student.

Refer to: "Make an Outline ... part 2" to see how a story is developed from an outline.

Make an Outline . . . part 2

A writer may develop a story from an outline. Explain why an outline may be helpful.

____

____

____

____

BIRDS
HELP
MAN

This story tells how birds help man. Make an outline that you think the writer may have used.

Birds are very helpful in keeping gardens as free from weeds as possible. They eat a great many weed seeds. A single bob white will eat over 5,000 weed seeds in a day.

Birds provide man with a great deal of food. People eat chickens, ducks and turkeys raised on farms. Many chicken eggs are eaten for breakfast or put into cakes each day.

Since ancient times, men have kept pet birds for their enjoyment and use. Pet pigeons have been trained to carry messages. Canaries have been popular pets because of their beautiful singing and bright colors.

Here are some suggested headings for each paragraph.

Birds Help the Farmer
Birds Useful as Food
Birds as Pets

Step 4 - Make an Outline... part 1

Write an outline from the ideas listed below.

(If you have difficulty categorizing these ideas write each sentence or phrase on separate cards and categorize them.)

1. The butterfly has two large compound eyes made up of thousands of little eyes.
2. Butterflies go through four stages of life.
3. The butterfly is first an egg, then a caterpillar, a pupa and finally an adult.
4. Butterflies live all over the world.
5. Between its compound eyes a butterfly has two long antennae.
6. Some caterpillars are harmful.
7. Butterflies can even be found at the North and South poles.
8. The caterpillar of the cabbage butterfly destroys cabbage by eating the leaves.

Remember to...

- ★ Write a title for your outline.
- ★ Indent when necessary.
- ★ Use periods as needed.

(Outline p. 9
Teacher's notes)

Task 4 - Learn about different types of outlining.

Compare types of outline and share the information.

✓ word
✓ phrase
✓ sentence

(Outline p. 8
Teacher's notes)

procedure:

#1. Show students the outlines that were written when Teacher was a recorder (see Task #1).

#2. Through discussion emphasize the following:

✓ vocabulary - "indent
Roman numerals
upper case letters
lower case letters
period
parenthesis" (if necessary)

✓ correct sequence of both letters and numbers

✓ using periods after each letter/number

#3. Using activities from Task #1, have students develop their own outlines.

#4 Using cards from note taking, have students develop their project outline.

(Outline p. 7
Teacher's notes)

(sub-headings can also be arranged by:)
- ✓ size
- ✓ length
- ✓ shape
- ✓ color
- ✓ height
- ✓ time
- ✓ distance
- ✓ weight
- ✓ sequence of events
- ✓ etc.

Task #2. Write an Appropriate Title

Study all the main categories and decide on an appropriate title.

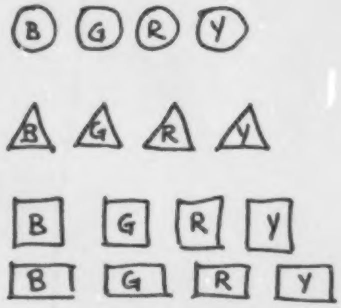
Task #3. Learn the Outlining Format

objective: To help students discover the mechanics of an outline format and to write an outline of their own.

activity: Teacher shows an outline to help students as they share their observation of its format.

(Outline p. 6
Teacher's notes)

(example)



The shapes in the sub-categories were arranged by color in alphabetical order.

TEACHER RECORDS

- I. One side
  - A. Blue
  - B. Green
  - C. Red
  - D. Yellow
- II. Three sides
  - A. Blue
  - B. Green
  - C. Red
  - D. Yellow
- III. Four sides
  - A. Squares
    - 1. Blue
    - 2. Green
    - 3. Red
    - 4. Yellow
  - B. Rectangles
    - 1. Blue
    - 2. Green
    - 3. Red
    - 4. Yellow

(Outline p. 5
Teacher's notes)

(other possible attributes)

- ✓ name of shapes – square, circle, rectangle
- ✓ number of angles – none, three, four
- ✓ types of angles - right, no angles, acute
- ✓ lines of symmetry - many, 4, none
- ✓ colors - blue, green, yellow, red
- ✓ other symbolic representation
- ✓ size (if your shapes are cut accordingly)
- ✓ etc.

Part C: Arranging Sub-headings

objective: To help students arrange sub-categories.

activity: Students will arrange the shapes of each main category in a specific order.

sample lesson:
(material) same shapes used in Part B

(procedure)

#1. Taking the shapes of each main category have students arrange them in some order and state the reason.

#2. Have students share while Teacher continues to record the information in outline format.

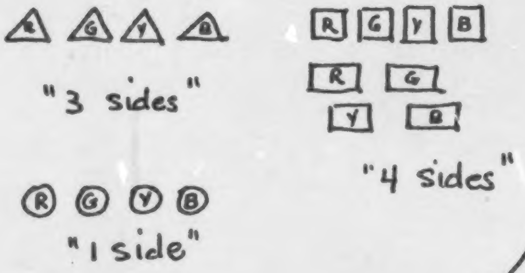
(outline p. 4
Teacher's notes)

#2. Have students share their results while teacher records the information in outline form.

Helpful hints for the teacher:
- ✓ there are no "right answers"
- ✓ this is an open ended activity
- ✓ it is not necessary to point out the outline format at this time.

(example #1)

CLASSIFICATION OF SHAPES
BY STUDENT


R
G
Y
B
"3 sides"
"4 sides"
"1 side"

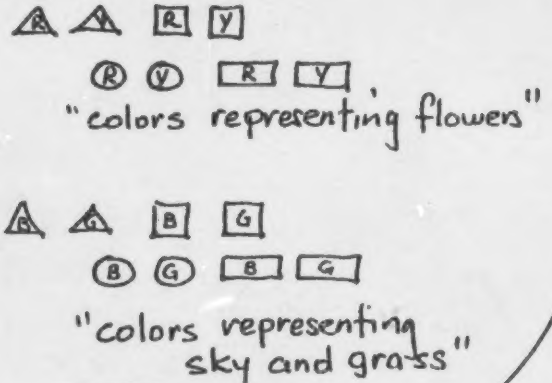
TEACHER RECORDS
(IN OUTLINE FORM)

I. 1 side

II. 3 sides

III. 4 sides

(example #2)


R
Y
B
G
"colors representing flowers"
"colors representing sky and grass"

I. Colors
representing flowers

II. Colors
representing grass and sky

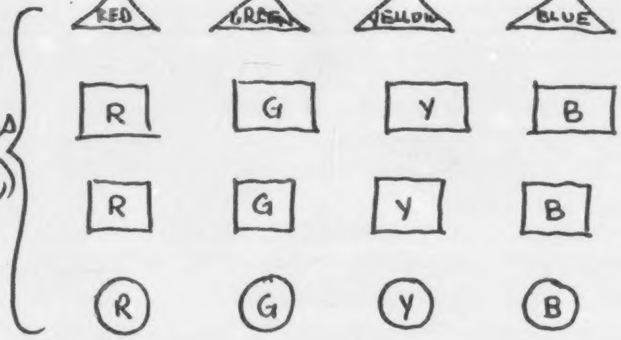
(outline p. 3
Teacher's notes)

Part B: Finding the Main Topics

objective: To help students learn to classify and identify the categories.

activity: Given a variety of shapes, students will group them in any way they wish and state the attributes.

sample lesson:
(material) different colored cards cut into a variety of shapes.



Sample Set Only (many alternatives are available)

(procedure)
#1. Have students group cards in any way they wish.... but...
✓ must form two or more groups
✓ should be able to state the attributes.

(outline, p. 2
teacher's notes)

sample lesson:

(material) cards - a student's name on each card

(procedure)

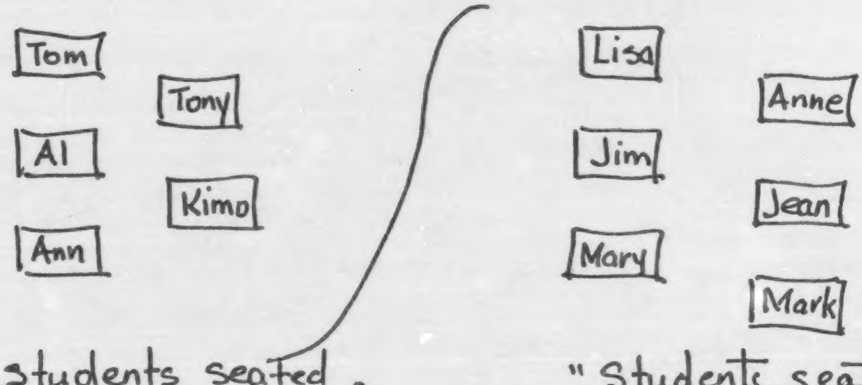
#1. Teacher sorts out cards by one of the following categories:
- ✓ sex (boy-girl), (male-female)
- ✓ seating arrangement
- ✓ alphabetical grouping (1st half-2nd half)
- ✓ size of students (taller-shorter), (bigger-smaller)
- ✓ etc.

#2. Teacher asks students to identify the categories (state attributes).

#3. Teacher repeats steps 1 and 2 to show how names may be categorized in several ways.

(example)

"How were these cards grouped?"



"...students seated in the front half of the classroom."

"...students seated in the back half of the classroom."

Not a worksheet
Notes for teachers
only

Step 4 - Make an Outline

An Approach to Teaching Outlining

Task #1. Categorize by Attributes

This exercise is:

- ✓ open ended
- ✓ has no "right answer"
- ✓ stresses the idea of learning to state attributes

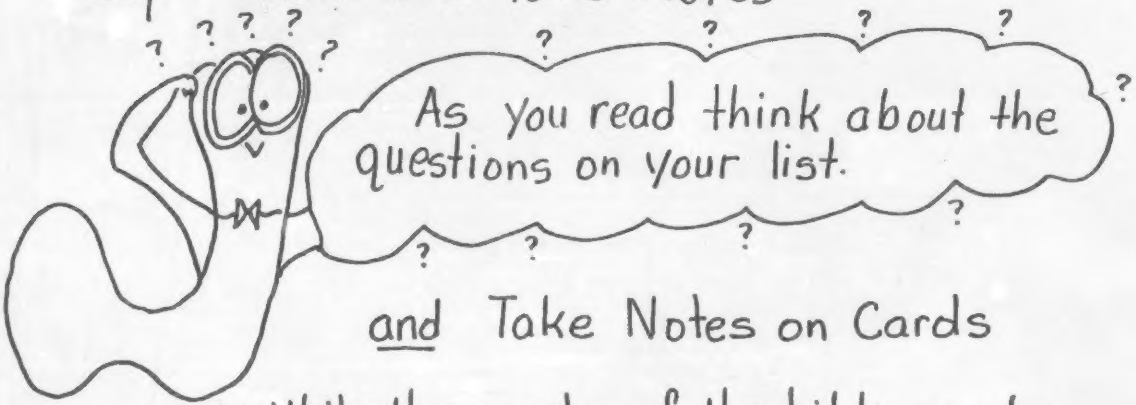
It is important that students be given freedom in categorizing because it is the description of the attributes that determines the success of this task.

Part A: Introduction to Classification

objective: To help students learn the meaning of classifying and categorizing.

activity: Teacher classifies and asks students to identify the categories.

Step 3 - Read and Take Notes


As you read think about the questions on your list.

and Take Notes on Cards

#1. Write the number of the bibliography card, and
Write the page number where the information was taken.

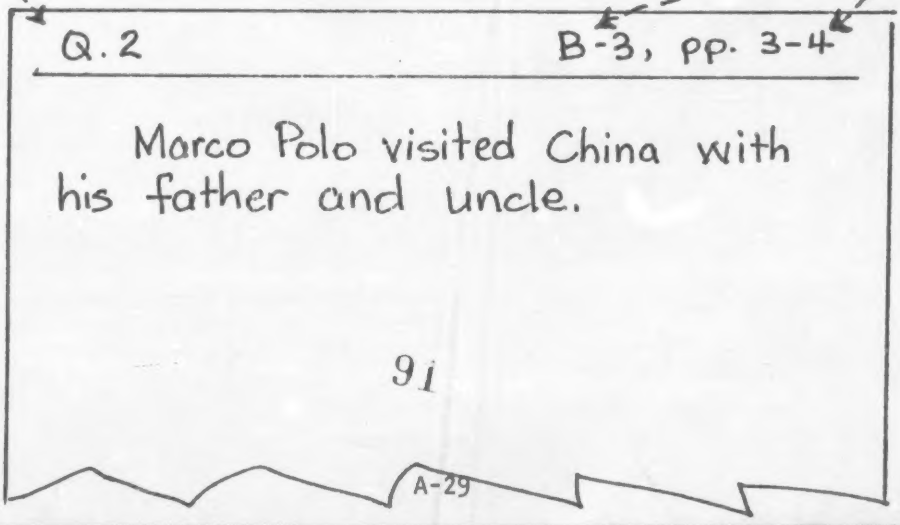
#2. Show which question you are answering.
- ✓ Write the number of the question (to save you some time),

or

- ✓ Write the question itself.

#3. Give only one idea on each card.

#4. Answer each question in complete sentences unless you are given other instructions.



Q. 2 B-3, pp. 3-4

Marco Polo visited China with his father and uncle.

Writing Bibliography Cards
for information from filmstrips

	B-3 . . . . Bibliography card number
Title (Underlined) . .	Balboa
Kind of Media (in Parenthesis) . .	(Filmstrip)
Publisher	Encyclopaedia Britannica Films
Copyright Date . .	1960

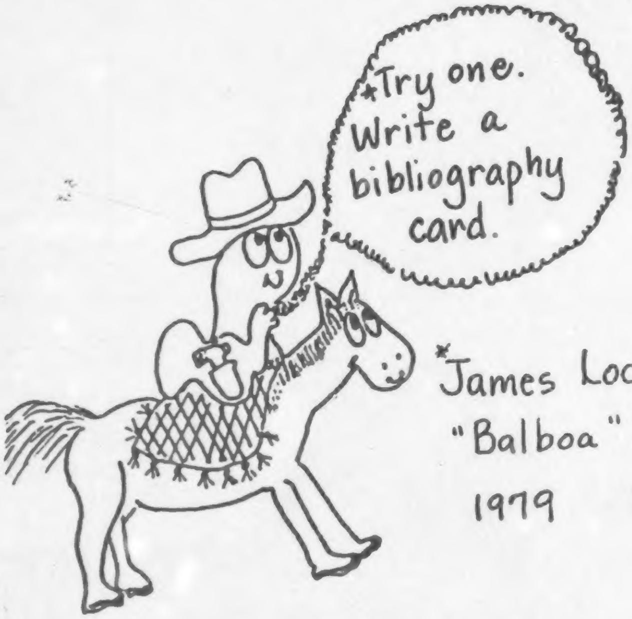
for information from records

Bibliography card number	B-4
Title (Underlined)	One Small Step
Kind of Media (in Parenthesis) - . . .	(Phonodisc)
Publisher	RCA
Copyright Date . . .	1970

NOTE:
For information from other media like transparencies and study prints use the same format.

Writing Bibliography Cards for information from encyclopedias

	B-2	Bibliography card number
Author of article	Goodwyn, Frank	
Title of article	"Francisco Pizzaro"	
Title of encyclopedia (underlined)	World Book Encyclopedia, 1978	Copyright date or Edition
Volume Number	Vol. 15, pp. 463-464	Page number(s)


*Try one. Write a bibliography card.

*James Lockhart
"Balboa" World Book Encyclopedia
1979 Vol. 2 pp. 29-30

Writing Bibliography Cards for information from books

Bibliography card number	B-1
Author of book (Last name first)	Latham, Jean
Title of book (underlined)	Drake, the Man They Called A Pirate
Publisher	New York, Harper
Copyright date	1960

*Practice filling out a bibliography card for a book you are using for your report.

Step 2 - Write Questions

The subject of my report is...

____

BEGIN... by asking yourself some questions about the subject. Write them down using one number per question.

(If you don't have many questions about your subject, read about it and/or talk about it with your parents and other people.)

LATER... as you read and take notes, more questions will be added to the list as you find new information.

☆ These are questions about my subject.

Question:

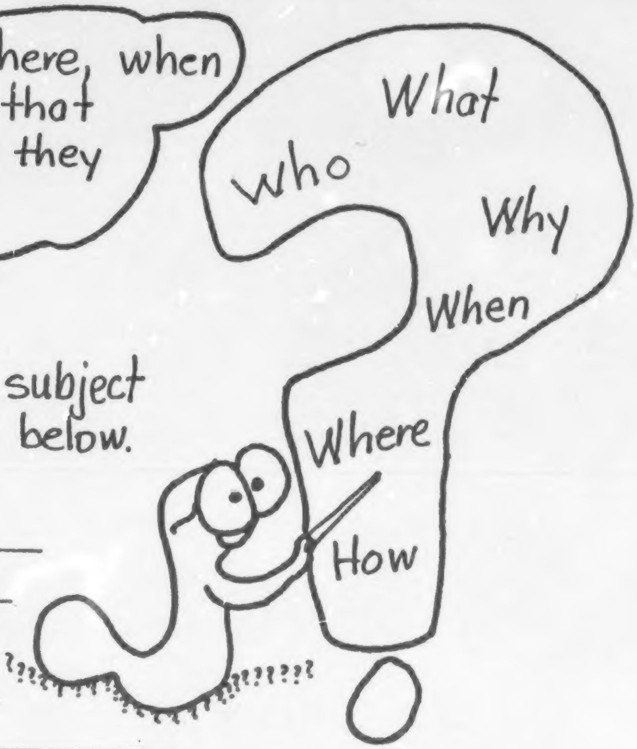
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

More questions? Use a sheet of lined paper!

Step 2 - Write Questions

How do I write questions about my subject?

Who, what, why, where, when and how are words that many people use when they ask questions.



Write questions about your subject using the six guide words below.

who 1. ____________________
____

what 2. ____________________
____

why 3. ____________________
____

when 4. ____________________
____

where 5. ____________________
____

how 6. ____________________
____

Step 2- Write Questions

What is a question?

A question is a sentence that asks something. People who ask questions expect an answer.

Read each sentence. Use a ? if it asks a question.
Use a . if it tells something.

1. Did you choose a subject for your report ___
2. Can Kimo eat a whole pizza ___
3. I see Gary climbing up the pole ___
4. When do you do your homework ___
5. Does Mike play soccer as well as baseball ___
6. Who can run faster than Mr. Ing ___
7. Danny and Tomoko like to draw cartoons ___
8. May Steve borrow more than 2 books ___
9. Where shall I meet you ___
10. How do you paddle a canoe ___

Explorers

1. Aldrin, Edwin
2. Amundsen, Ro[illegible]d
3. Armstrong, Neil
4. Balboa, Vasco
5. Bering, Vitus

6. Byrd, Richard
7. Cabot, John
8 Cartier, Jacques
9. Champlain, Samuel de

10. Clark, William
11. Columbus, Christopher
12. Cook, James (Capt.)
13. Coronado, Francisco
14. Cortez, Hernando
15. Collins, Michael

16. Cousteau, Jacques
17. DaGama, Vasco
18. De Vaca, Alvar
19. Dias, Bartholomew
20. Drake, Sir Francis
21. Eric the Red

22. Ericson, Leif
23. Fremont, John
24. Gray, Robert
25. Hudson, Henry
26. Joliet, Louis

27. LaSalle, Sieur de
28. Leon, Ponce de
29. Magellan, Ferdinand
30. Marquette, Jacques

31. Peary, Robert
32. Pike, Zebulon
33. Pizarro, Francisco
34. Polo, Marco
35. Raleigh, Sir Walter
36. Scott, Robert

37. Shepherd, Alan
38. Smith, Jedediah
39. Soto, Hernando de
40. Vancouver
41. Verrazano, Giovanni de
42. Vespucci, Amerigo

(Choosing a subject p.3)

Inventory Sheet

I have decided on a subject. My report is about...

★ ______________________________ ★

	YES	NO
#1. I am interested in the subject.	☐	☐
#2. I know a little about it but not too much.	☐	☐
#3. I checked and found enough resources.	☐	☐
#4. I can read and understand the material.	☐	☐

If any of your answers are no you must choose another subject.

1 List the subjects that...

- ✓ you know a little about, and
- ✓ you are interested in researching.

		ANSWER "yes" or "no"	
Choices	Subject	Resources Available	Can Read and Understand
1st			
2nd			
3rd			
4th			
5th			

2 Begin to fill the blanks in the 2 right-hand columns above until...

One of your choices receives "yes" in both columns. then

Fill in the inventory form (next page) with that choice.

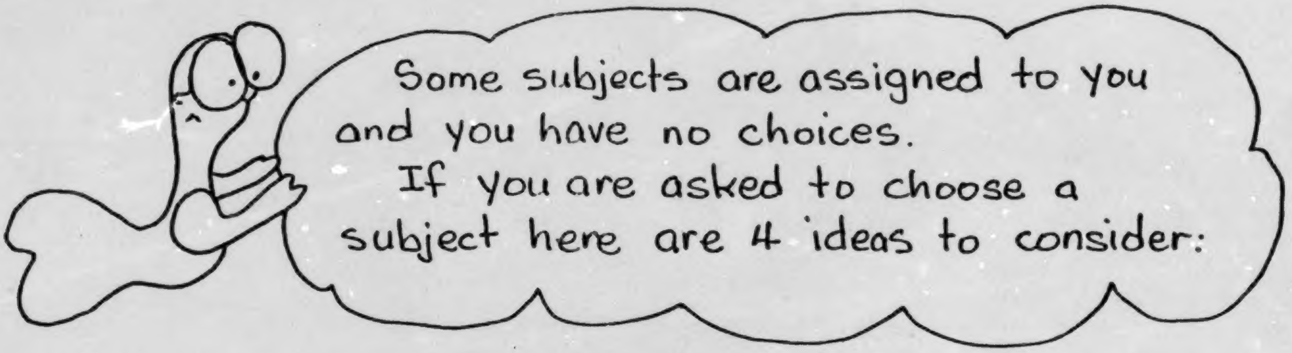
OR

Several of your choices receives "yes" in both columns. then

Fill in the inventory form (next page) with the choice that you like best.

Step 1 - Choosing a Subject

How do I choose a subject?



Some subjects are assigned to you and you have no choices.

If you are asked to choose a subject here are 4 ideas to consider:

INTEREST #1. Choose a subject that is of interest to you.

INFORMATION #2. Know something (a little bit) about your subject.

If you know nothing or know too much, you may not enjoy doing the project.

RESOURCES #3. Check to see that resources (books, tapes, filmstrips, people to interview, etc.) are available.

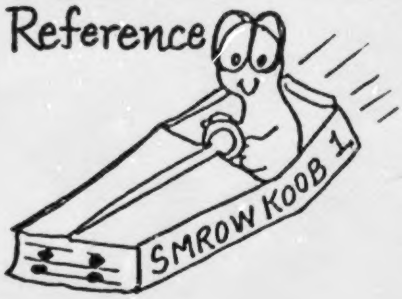
READING #4. Get acquainted with the resources by:

skimming }
scanning } Read the titles
studying }

titles
headings
sub-headings
captions
parts of the material

Be sure that you are able to read and understand the information.

Encyclopedia ~ Using Cross Reference
-An Activity-



Find your subject.
Identify the cross-reference.

Subject ____________________ Vol. no. ______ Page ______
Cross-reference: See or See Also ____________________

Look for your cross-reference entry.
Record your bibliography information.

Title of entry ____________________
Title of encyclopedia ____________________
Copyright date ______ Volume number ____ Page(s) ______

Read the article.

NOW LET'S HAVE FUN... Pretend you are on the Planet of Smrowkoob. There are highly intelligent beings living on this Planet, but they like things kept brief and short. You must tell them about your subject in 25 words or less OR ELSE you'll have to give up your earthly rights and become a Smrowkoob. Tell them. Do it and you'll escape victoriously! A picture of your subject might save your life!

Encyclopedia ~ Using Cross Reference #1

Toy Poodle
See
Poodle

A cross-reference is a note telling you to go on to another article in the encyclopedia where there is more information about the subject. There are several types of cross references.

READ THE FOLLOWING PARAGRAPHS. FIND ALL THE CROSS REFERENCES. CIRCLE THEM.

Most dogs can be easily trained to guard their master's homes and property. Their barking and growling frighten burglars, and awaken sleeping families in cases of fire. Specially trained guide dogs lead blind persons (see GUIDE DOG).

In Belgium and some other countries, farmers use dogs to haul milk, vegetables, and other produce in small carts. In many Arctic regions, sleds pulled by dogs serve as the only means of transportation in winter (see DOG SLED).

Doctors often try out new medicines and operations on dogs before using them on humans. Frederick Banting and Charles Best used dogs in experiments that lead to the discovery of insulin (see INSULIN). Ivan Pavlov, a Russian doctor, discovered the conditioned reflex by experimenting with dogs (see REFLEX ACTION).

What volume would you look in to find each of the following cross-referenced articles?

____1. Doe. See Deer; Goat.
____2. Dogtooth. See Teeth (Permanent Teeth).
____3. Dogwood. See also Leaf (picture: Kinds of Tree Leaves).
____4. Dole, Sanford. See Methadone.
____5. Dollarfish. See Butterfish.
____6. Dollfus, Audouin. See Saturn (Satellites).
____7. Dolphins. See also Porpoise; Whale.
____8. Dome of the Rock. See Jerusalem (Holy Places; picture).
____9. Doodlebug. See Ant Lion.
____10. Dozen. See Weights and Measures (Counting).

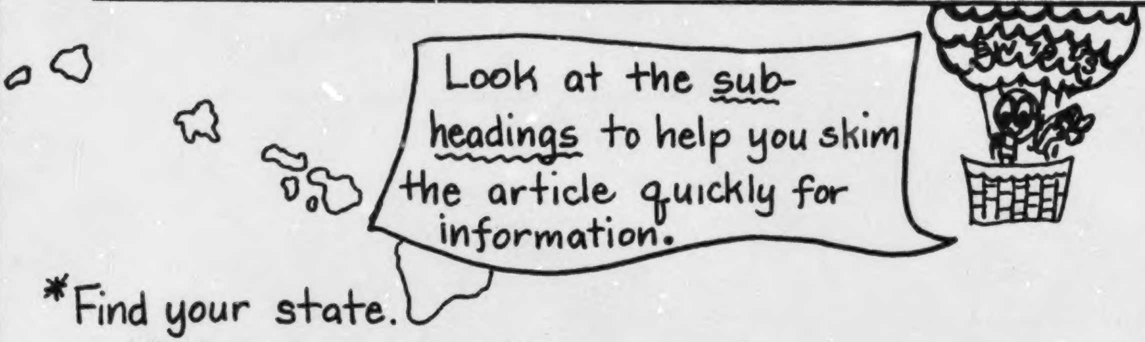
Encyclopedia ~ Using Sub-Headings

Bibliography Information

Title of entry ______________________________

Title of encyclopedia ______________________________

Copyright date ______ Volume number ____ Page(s) ______



Look at the sub-headings to help you skim the article quickly for information.

*Find your state.

What guide words did you use? ______________________

*Skim the article. Look at the sub-headings.

What sub-headings did you use to find answers to the following:

1. ______________________ (sub-heading)

1. How much does the governor earn a year?

2. ______________________ (sub-heading)

2. Between what ages must the children attend school?

3. ______________________ (sub-heading)

3. Name two of your state's natural resources.

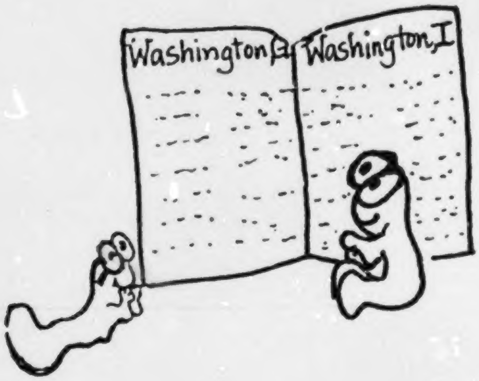
4. ______________________ (sub-heading)

4. About how many newspapers are published in your state? Name 2 newspapers.

A-16

Encyclopedia ~ Using Guide Words

Bibliography Information
Title of entry ______________________________
Title of encyclopedia ______________________________
Copyright date ______ Volume number ______ Page(s) ______



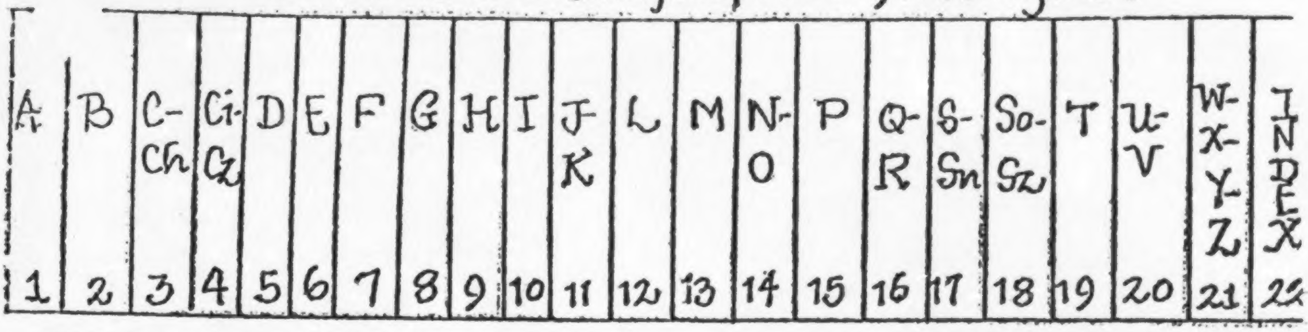
When looking for a person's name, look for the person's last name. Example: George Washington, look for **Washington, George.** Use guide words to help you.

*Find the person's name. Find answers to the following:
What guide words did you use? ______________________________
Full name of the person ______________________________
Birthdate ______________ Birthplace ______________
Is the person still living? ______ If not, date of death ______

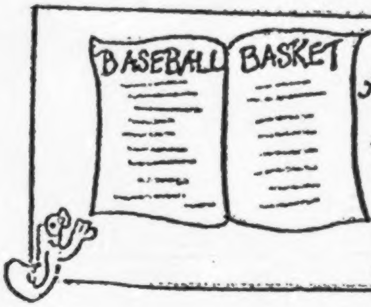
Write 2 sentences that tell something interesting about this person. ______________________________
____
____
____
____
____

Name ______________________ Date ________________

How is the Encyclopedia Arranged?



A	B	C-Ch	Ci-Cz	D	E	F	G	H	I	J-K	L	M	N-O	P	Q-R	S-Sn	So-Sz	T	U-V	W-X-Y-Z	INDEX
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22



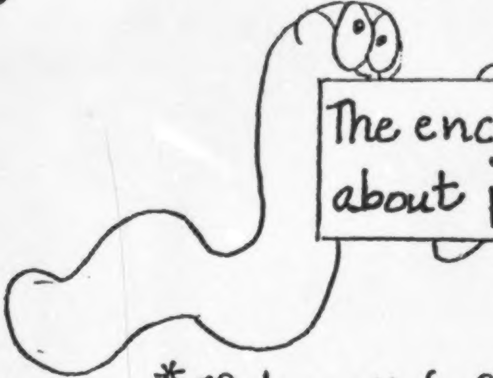
Articles in the encyclopedia are arranged in alphabetical order. Guide words at the top of most pages help you to quickly find the article.

* In which volume would you find the following articles. Write the volume number.

_____1. James Cook
_____2. Alaska
_____3. Canada
_____4. Monkeys
_____5. Weaving
_____6. Abraham Lincoln
_____7. Sheep raising
_____8. Christopher Columbus
_____9. Kinds of air planes
_____10. Where roses grow
_____11. Population of Idaho
_____12. How coal is mined
_____13. About an atlas
_____14. Eli Whitney
_____15. Map of Japan
_____16. President Carter
_____17. Surfing
_____18. Judo
_____19. Alan Shepard
_____20. Tying Knots
_____21. Vegetables
_____22. The capitol of Texas

Name ______________________ Date ______________________

What's in the Encyclopedia?



The encyclopedia contains general information about people, places, things, events and ideas.

* Put an X before the articles you would find in an encyclopedia.

____1. The address of Kaelepulu School.
____2. Population of Oahu
____3. Recipe for Baked Beef Stroganoff
____4. Birthday of Mrs. Lum
____5. Poodle dog
____6. How sugar cane is grown
____7. Climate of Alaska
____8. Fishing in Canada
____9. Picture of a parakeet
____10. Map of Kansas
____11. Number of players on a Soccer team
____12. Kinds of baseball gloves
____13. The telephone number for the Kailua Public Library
____14. How long do most cats live
____15. Where President Carter was born

Step 1 - Choosing a Subject

What is a subject?

A subject is the person, place or thing about which you are talking, writing, thinking or studying.

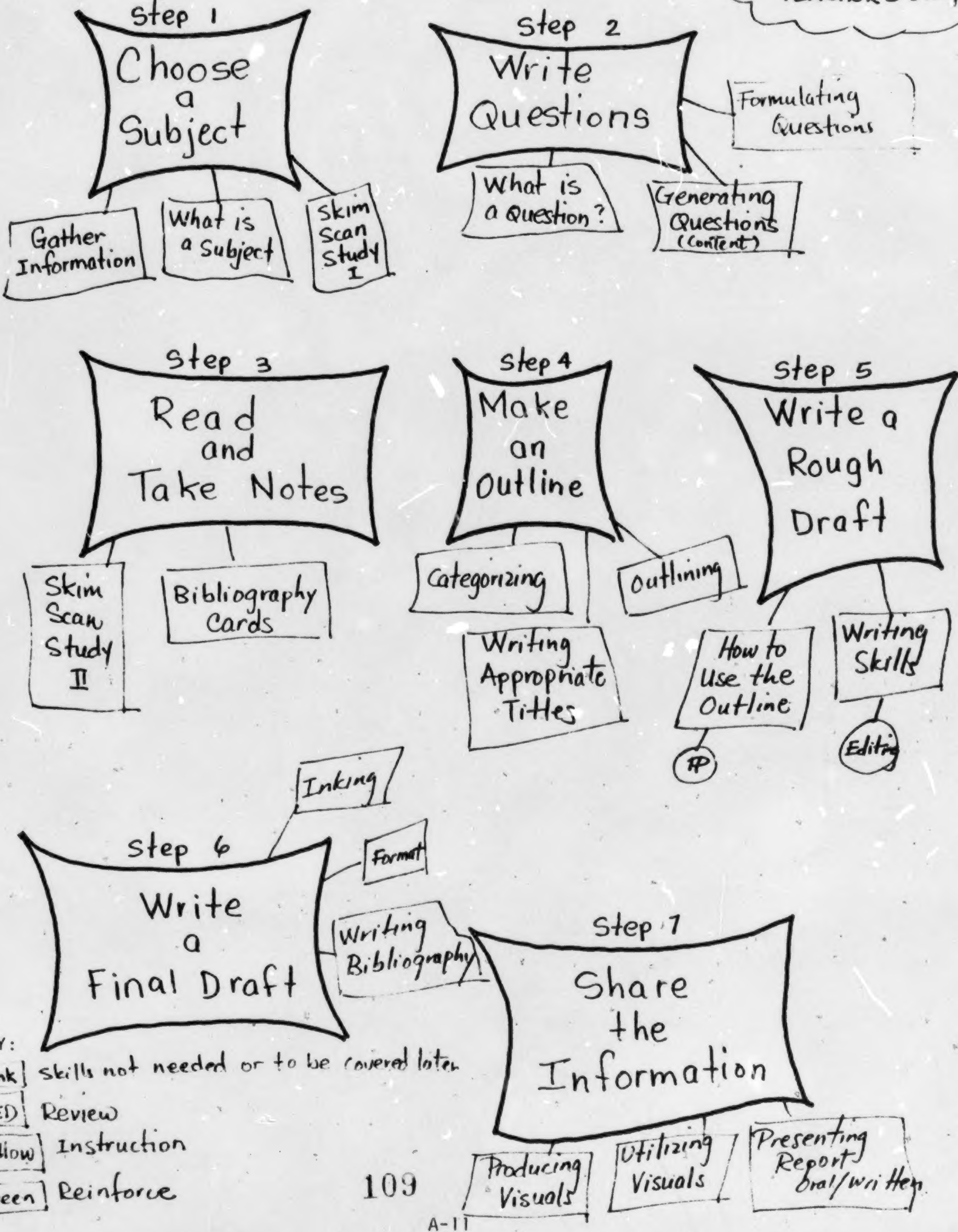
Write a list of subjects. Then fill in the ○.
If it is about a person or people, use Ⓟ.
If it is about a place or places, use (PL).
If it is about a thing or things, use Ⓣ.

○ 1. ______________
○ 2. ______________
○ 3. ______________
○ 4. ______________
○ 5. ______________
○ 6. ______________
○ 7. ______________
○ 8. ______________
○ 9. ______________
○ 10. ______________
○ 11. ______________
○ 12. ______________
○ 13. ______________
○ 14. ______________
○ 15. ______________
○ 16. ______________

Teacher's Planning Sheet

After Analyzing Students Needs

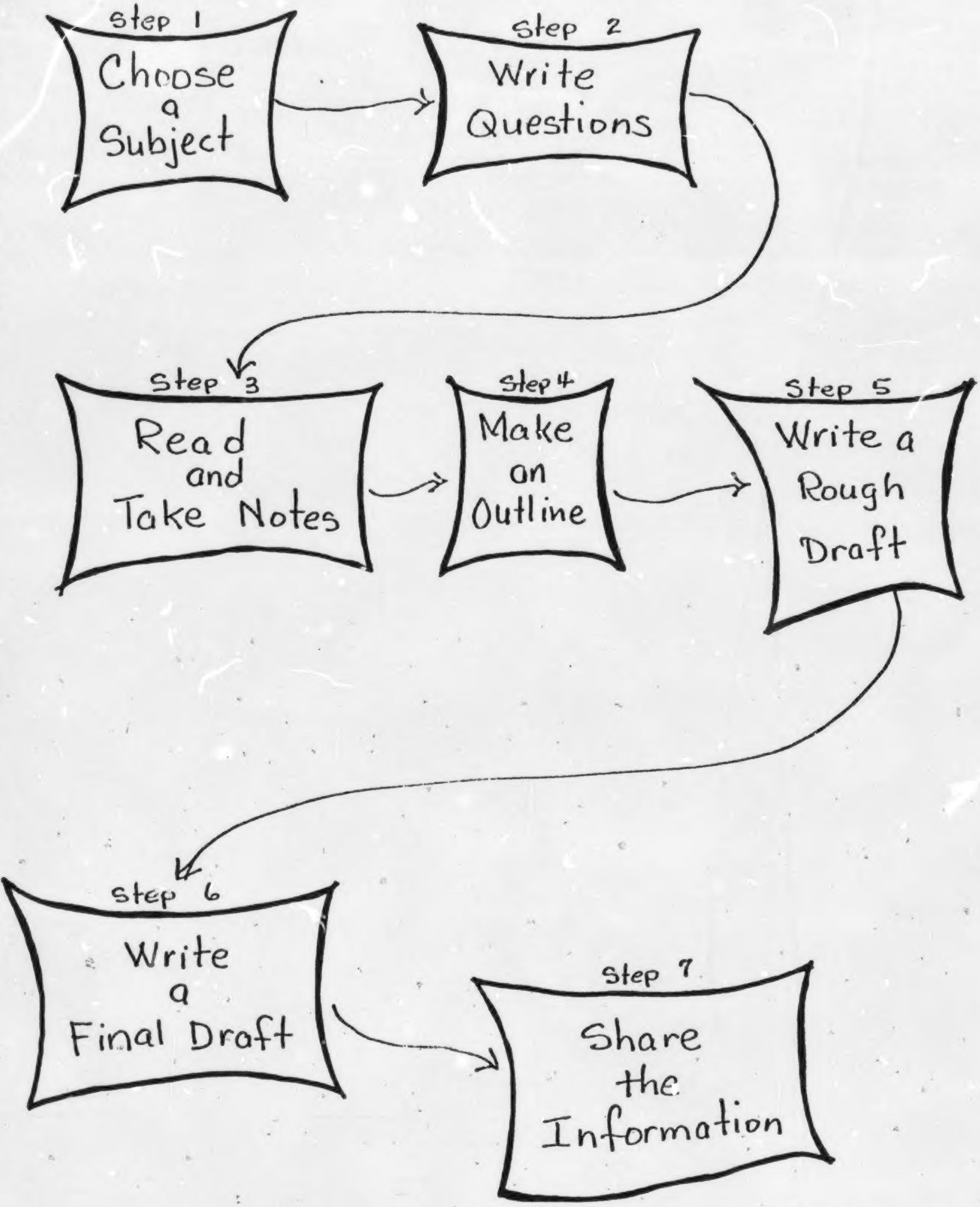
NOT A WORKSHET
NOTES FOR
TEACHERS ONLY


Step 1
Choose a Subject
Gather Information
What is a Subject
Skim Scan Study I
Step 2
Write Questions
Formulating Questions
What is a Question?
Generating Questions (Content)
Step 3
Read and Take Notes
Skim Scan Study II
Bibliography Cards
Step 4
Make an Outline
Categorizing
Outlining
Writing Appropriate Titles
Step 5
Write a Rough Draft
How to Use the Outline
FP
Writing Skills
Editing
Step 6
Write a Final Draft
Inking
Format
Writing Bibliography
Step 7
Share the Information
Producing Visuals
Utilizing Visuals
Presenting Report Oral/written

KEY:

Blank	skills not needed or to be covered later
RED	Review
Yellow	Instruction
Green	Reinforce

What to do when you're asked to work on a RESEARCH PROJECT


step 1
Choose a Subject
step 2
Write Questions
step 3
Read and Take Notes
step 4
Make an Outline
step 5
Write a Rough Draft
step 6
Write a Final Draft
step 7
Share the Information

Specific Objectives	Activities	Resources	Evaluation	T	L
8. write a final draft	8. write final draft using edited rough draft.	8. Worksheet: "How a report should look" (p. A-45)	8. Student's actual research report completed satisfactorily.	X	
9. produce an audio-visual, a visual, or an audio-produced aid for the oral presentation	9. produce a simple visual, audiovisual, or audio-produced aid for oral presentation on their explorer.	9. Worksheets: 1) "Ideas for presenting your information" (p. A-47) 2) "Standards for my Instructional Aid" (p. A-48) 3) "Things to remember when reporting" (p. A-49)	9. Observation of presentations.	X	X
10. use information gained in preparing this report to make generalizations in this subject area.	10. prepare a time line on explorers and discuss with guidance from teacher, e.g. compare explorations by countries; predict the future of explorations.		10. Product: Time Line Observation of student use of data to make generalizations.	X	

Specific Objectives	Activities	Resources	Evaluation	T	L
5. (continued)	d. make an outline using either word, phrase or sentence type of outlining format.	5d. Worksheets: 1) "Make an outline, Part 1"(p.A-39) 2) "Make an outline, Part 2"(p.A-40)	5d. Student is able to outline material given to them using all skills taught to them. 5d. Student's actual outline completed satisfactorily.	X	
6. write a rough draft	6. write a rough draft after going through the following steps:				
	a. discuss what a paragraph is--include development of vocabulary needed, "indent" and "topic sentence."	6a. See any language textbook that discusses paragraphing.	6a. Given an article, student will be able to identify the number of paragraphs in that article. Given an article with 2-3 paragraphs, student will be able to identify the main topic sentences.	X	
	b. write sentences into paragraphs using previously prepared outline.		6b. Conference with each student to clarify ideas and facts.	X	
	c. check the rough draft by: 1) discussing and listing items to check on rough draft. 2) editing rough draft. Hint: more effective if teacher & students together determine criteria for editing. 3) group editing of drafts.	6c. Teacher's Notes: "Step 5 - Write a Rough Draft" (p.A-41) 6c. Worksheet: "Checking your ROUGH draft"(p.A-42) 6c. HEP Grammar Flex component to teach sentence combining.	6c. Student's actual rough draft completed satisfactorily.	X	
7. prepare a simple bibliography	7. examine actual bibliographies in various sources. 7. prepare a simple bibliography using previously completed bibliography cards.	7. Worksheets: 1) "Writing a bibliography" -Sample (p.A-43) 2) "Writing a bibliography" -Activity (p.A-44) 7. Sources of actual bibliographies: e.g. encyclopedias, non-fiction books.	7. Student's actual bibliography completed satisfactorily.		X

Specific Objectives	Activities	Resources	Evaluation	T	L
3. (continued)	4) Students form questions on their own explorer. 5) Students form their own questions on any subject.				
	c. later, additional questions may be generated from reading the materials.	3c. Worksheet: "The subject of my report is..."(p.A-25)	3c. Observation of questions that have been written.	X	
4. take notes	4.a. write bibliography cards	4a. Worksheets: 1) "Writing bibliography cards for subjects from books"(p.A-26) 2) "Writing bibliography cards for information from encyclopedias" (p.A-27) 3) "Writing bibliography cards for subjects from filmstrips & records"(p.A-28)	4a. Satisfactory completion of a bibliography card.		X
	b. write note cards 1) find key words to discourage plagiarism. 2) discriminate between complete and incomplete sentences. 3) learn to write answers in complete sentences.	4b. Worksheet: "Read and Take Take Notes"(p.A-29)	4b. Satisfactory completion of a note card.	X	
5. make a simple outline	5. make an outline by going through the following steps: a. categorize by attributes.	5a. Teachers Notes-"Step 4 - Make an Outline"(p.A-30 to A-38)	5a. Given the opportunity to categorize in at least 2 activities, student will be able to categorize and identify attributes in both.	X	
	b. write title for outline.		5b. Student is able to think of titles in keeping with category and sequence.	X	
	c. discuss and learn outlining format.		5c. Given information for an outline, student will be able to use correct format using - sub-categories. (The number of sub-categories will depend on the level of the student.)	X	

Specific Objectives	Activities	Resources	Evaluation	T	L
	2. (continued)	6) "Encyclopedia--using cross-reference" - An Activity (p.A-18) 2b. Sets of encyclopedias, biographies, AV materials.			
	c. choose a subject. Hint: Skimming technique is appropriate here.	2c. Worksheet: "How do I choose a subject?"(p.A-19) Explorers(list) (p.A-22)	2c. Conference with student; student completes inventory on page 2 of worksheet.	X	
3. develop questions that need to be researched.	3. develop questions by going through the following steps:				
	a. discuss what a question is (this activity to be used only if students do not know what a "question" is)	3a. Worksheet: "What is a question?"(p.A-23)	3a. Worksheet completed satisfactorily.	X	
	b. list questions about the subject before reading and taking notes. Helpful hints on teaching strategies in order of difficulty for forming questions: 1) In a previous separate mini-activity on e.g. the 50 states, the teacher initially forms most or all the questions. 2) For this unit, start as a group with guidance from teacher forming questions that will pertain to all explorers, e.g. when was he born? 3) Some questions formed on group basis and some on individual basis.	3b. Worksheet: "How do I write questions about my subject?" (p.A-24)	3b. Observation of questions that have been written.	X	

Specific Objectives	Activities	Resources	Evaluation	*T	*L
Student will:	Have students:				
1. be introduced to the steps in working on a research project through flow chart & sample reports.	1. go over a flow chart of the steps involved in writing a report and sample reports done by previous students with opportunity for discussion and questions.	1. Worksheet: "What to do when you're asked to--WORK ON A RESEARCH PROJECT" (p.A-10) 1. Sample packets of reports by previous students 1. Teacher's notes to "What to do when you're asked to WORK ON A RESEARCH PROJECT" (p.A-11) NOTE: Teacher can use this to also plan what to teach at what instructional level, e.g. is skill of "what is a subject" review, instruction, reinforcement, or not needed? Each skill can thus be analyzed & color-coded according to the key in the lower left corner. The page will then provide an instant visualization as to what is to be reviewed, taught, reinforced, or covered later.	1. Observation--kinds of questions asked by group, receptivity of group, their understanding of task. 1. Group evaluation--given a blank flow chart of Worksheet #1, ask students to help fill in blanks.	X	
2. select a topic	2. choose an explorer a. discuss what a subject is (this activity to be used only if students do not know what a "subject" is).	2a. Worksheet: "What is a subject?" (p.A-12)	2a. Worksheet completed satisfactorily.	X	
	b. apply information-gathering skills emphasizing use of the encyclopedia (Worksheets emphasize APPLICATION level, rather than direct instruction level. They can be pulled out and used as a mini-unit.)	2b. Worksheets: 1) "What's in the encyclopedia?"(p.A-13) 2) "How is the encyclopedia arranged?"(p.A-14) 3) "Encyclopedia--using guide words."(p.A-15) 4) "Encyclopedia--using sub-headings."(p.A-16) 5) "Using the encyclopedia -cross reference #1"(p.A-17)	2b. Worksheets completed satisfactorily.		X

*T=Teacher; L=Librarian

Title: UNIT INTEGRATING RESEARCH SKILLS INTO A STUDY OF EXPLORERS

Grade: 5 CURRICULUM AREA: SOCIAL STUDIES

Student Performance Expectation Guide Pages: 26, 30	Categories: FPO III, FPO IV	Objectives: Gathers information from various sources, analyzes and organizes the information. Applies study skills in the classroom and library. Uses a variety of sources (e.g. library and informed people) to acquire information, including retrieval of alphabetically-stored and numerically-stored information. Summarizes retrieved information according to a set purpose.

Study Skills Related to Library Use - Curriculum Guide	Inquiring About American History - Teacher's Guide, Holt Data bank
Pages D-7, D-27, D-28 Category: Research & Reporting Skills Objectives: Student will use elementary research & reporting skills: 1. to select a topic. 2. locate, collect, organize, & evaluate information from various sources. 3. make a simple outline. 4. take notes. 5. compile notes to complete a brief report. 6. prepare a simple bibliography. 7. produce original audiovisual materials.	Page xix Objectives: Student will: 1. gather data by doing research on explorers. 2. organize data by classifying, comparing, writing a report, arranging statistically in a time line. 3. use data by inferring, generalizing, hypothesizing, explaining.

ENTRY SKILLS:	By using the card catalog, student knows how to locate a variety of sources for information gathering. Student has skills in producing various kinds of visuals. Student can write complete simple sentences. Student can read & understand materials at his/her independent reading level.
INTEGRATED OBJECTIVES:	Student will be able to use data for generalizing about explorers after selecting, analyzing, and using the information gathered from a variety of sources. In the process the student will learn the library and language arts skills needed to complete the task of writing a report. Student will also produce an audiovisual aid along with the written report to be used in making a class presentation.

SECTION I

PART A

UNIT INTEGRATING RESEARCH SKILLS INTO A STUDY OF EXPLORERS

EXPLORERS UNIT
-INTRODUCTION-

This section consists of two parts: 1) the unit 2) the instructional management process used by a practicing teacher-librarian team to assist them in developing the unit. The unit was used with a heterogeneous group of fifth graders.

Though this research unit used the topic "explorers" as its social studies content, the user can easily substitute a topic from a different content area and apply the same research skills.

Because the unit is a rather long one, users may find it more realistic to break the unit into mini-units. Each mini-unit could also be taught with a different content area. For example, a mini-unit that reinforces and reviews encyclopedia skills can be devoted to finding key facts about the individual states. Another mini-unit can link learning to take notes on cards with finding out about the life-cycle of different animals.

The sharing of instruction between teacher and librarian should also be flexible. In this particular unit, the teacher's and librarian's agreement on these assignments was based on their strengths. However, in a different situation, they may well decide to change assignments because of what they have learned from each other. For example, a teacher who has observed the librarian teaching about bibliographies may decide to do this teaching the next time. Similarly, a librarian who has the opportunity to work with a teacher who feels competent in teaching outlining may undertake to teach it when working with another teacher who feels less confident in this area.

Users of this unit should view this example as a starting point for adopting, adapting, or creating their own unique lessons and units.

SECTION I

SAMPLE RESEARCH UNIT ON EXPLORERS
FOR UPPER ELEMENTARY LEVEL
AND
INSTRUCTIONAL MANAGEMENT PROCESS USED

CREDIT TO:
LOIS LUM, TEACHER
KAREN MURONAGA, LIBRARIAN
KAELEPULU ELEMENTARY SCHOOL

SECTION IV

LESSON-PLANNING FORMS

CREDIT FOR LESSON PLAN FORMATS TO:
IRENE ZANE, LIBRARIAN
MILILANI-UKA ELEMENTARY SCHOOL

EXAMPLES BASED ON LESSONS FROM:
SECTION III: RESEARCH REPORT IN
9TH GRADE WORLD HISTORY

LESSON BY IRENE ZANE

INTRODUCTION

The purpose of this section is to introduce a means by which teachers and librarians can plan lessons integrating library skills and content areas. The section consists of: 1) lesson-planning forms; 2) hints on how to fill out each portion of the forms; and 3) sample completed forms for specific lessons.

Two lesson-planning formats are included. The first is the earlier format devised by the practicing librarian. After use, the second form evolved. Both forms are included so that:

1) users can see that there is no one way to format lesson plans integrating library skills into content areas

2) users have more than one planning form from which to start their own.

Each form suggests one way to facilitate planning. Each serves as a starting point that can be adapted to the needs of the user. For example, a user might delete the columns, "T" and "L" (Teacher/Librarian) which address who will teach a certain activity if the user has already determined that the activities will all be taught by one person.

Once a form is completed, it can also be used to facilitate filing and organization of lessons. A user can attach a completed form to the outside of a large envelope. Within the envelope are then placed all the worksheets, samples of products, and other materials needed to teach the lesson. These envelopes can then be filed with the lesson plans plainly visible on the outside of the envelopes.

The example on page D-5 is based on a lesson within the unit on World History. Should users want further clarification of this example, they should refer back to this unit.

The example on pages D-9 and D-10 is based on a lesson developed by practicing librarian, Irene Zane. Should users desire further clarification of this example, they should contact her directly.

The forms provide practical means of implementing and relating the Study Skills Related to Library Use Guide, content area guides, and the Student Performance Expectations of the Foundation Program.

TITLE: GRADE: CURRICULUM AREA:

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages: ________	CATEGORY:	OBJECTIVE(S):		
	STUDY SKILLS RELATED TO LIBRARY USE: GUIDE, 1978. Page(s) ________	CURRICULUM OR TEXTBOOK GUIDE TITLE: ________ ________ Page(s) ________		
CATEGORY				
OBJECTIVES	Student will:	Student will:		
ENTRY SKILLS				
INTEGRATED OBJECTIVE(S)	Student will:			
ACTIVITIES	Have students:		T*	L*
RESOURCES (Commercial or teacher made)				
EVALUATION	*T=Teacher; L=Librarian.			

HINTS ON HOW TO FILL OUT FORM

TITLE: *Select brief title that gives idea of what lesson is about*

GRADE: *Primary group for which this plan intended* CURRICULUM AREA: (e.g. *Social Studies, Science, etc*)

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages: *Indicate pg. nos. on which expectations can be found.*	CATEGORY: *State large area, e.g. subject area, specific Foundation Program Objective.*	OBJECTIVE(S): *Student will copy verbatim expectation(s) to be used.*		
	STUDY SKILLS RELATED TO LIBRARY USE: GUIDE, 1978. Page(s) *Indicate pages on which objectives you chose can be found.*	CURRICULUM OR TEXTBOOK GUIDE TITLE: *Show title & page of subject area guide from which objectives below were derived* Page(s)		
CATEGORY	*State large skill area (e.g. orientation, audio-visual (AV) resources). Categories are shown in capital letters at top left of each page with objectives, activities, etc.*	*State large area, e.g. a unit, concept.*		
OBJECTIVES	Student will: *Copy verbatim from guide the objective(s) to be used*	Student will: *Copy verbatim from guide the objective(s) to be used.*		
ENTRY SKILLS	*Indicate needed major entry skills.*			
INTEGRATED OBJECTIVE(S)	Student will: *Using the chosen objectives from the guides and the pertinent parts of the performance expectations to be used, synthesize into one objective or more and write in here. Write integrated objective(s) in termsof student learning.*			
			T*	L*
ACTIVITIES *If an end-product will result, a sketch of it can be drawn here. (e.g. a booklet)*	Have students: *Describe the activities you will undertake to reach your integrated objective.* *Identify who will teach what by checking whether teacher or librarian will do the instruction. In addition, an "R" can be used if reinforcement or follow-up will be a teacher's or librarian's responsibility.* →			
RESOURCES (Commercial or teacher made)	*Identify all resources to be used to carry out activities:*			
EVALUATION	*Describe plan for evaluation here. Be sure it links back to the integrated objective.*			

*T=Teacher: L=Librarian.

NOTE: *This presents an appropriate lesson for objective on p.C-6.*

TITLE: *Selecting a Topic* GRADE: *9* CURRICULUM AREA: *Social Studies (World History)*

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages: *100 (Soc.Studies) Gr. 8 & 10*	CATEGORY: *Soc.Studies, Gr.8 Describes how & why people organize to satisfy basic social needs. Gr. 10 Identifies human social need & how societies provide for satisfying such needs.*	OBJECTIVE(S): *Student will describe how & why people organize to satisfy basic social needs.*
	STUDY SKILLS RELATED TO LIBRARY USE: GUIDE, 1978. Page(s) *F-15*	CURRICULUM OR TEXTBOOK GUIDE TITLE: *TAC 77-4276 World History, Instruc.Materials/ Resources for High School World History* Page(s) *3*
CATEGORY	*Research and Reporting Skills*	*F. Rise of Man*
OBJECTIVES	Student will: *- use research techniques to select a topic.*	Student will: *demonstrate knowledge & understanding of various social, economic, & political characteristics of the earliest civilizations.*
ENTRY SKILLS	*Extract key words from written material.* *Use of card catalog.*	
INTEGRATED OBJECTIVE(S)	Student will: *use research techniques to select a topic from which to develop a written report on the social, economic & political characteristics of one of the earliest civilizations including how & why people organize to satisfy basic social needs.*	

		T*	L*
ACTIVITIES	Have students:		
	- use the 6 "Questions to Explore" (Who, What, When, Where, Why, How) and write down key words answering these questions from an overview of their subject. Each answer will suggest more specific topics. (Sample Worksheets on pp. C-30 and C-31)	X	
	- write down general topic decided on, then practice "free association" (brainstorming), writing down everything about subject that comes to mind. Result will be more manageable aspects of general topic.	X	
	- search out information in the library on their topics, which will indicate whether there is too much information or too little information available.		X
RESOURCES (Commercial or teacher made)	*Teacher-made worksheets, transparencies.* *Roth, Audrey. The Research Paper: Form & Content, 3rd ed. Wadsworth, 1978; pp. 29-34.* *Starkey, M. The Research Paper: From Start to Finish. American Book Co., 1978; pp. 8-18.*		
EVALUATION	*The student will, by using various techniques, be able to limit or expand his/her topic so that it is neither too broad nor too narrow for type of research report assigned.*		

TITLE ______________________________

Grade:_____ Plan:____________ Time:________ Curriculum Area:____________ Major Topic:________________

ENTRY SKILL

FOUNDATION PROGRAM OBJECTIVES (circle appropriate objectives):
1. Develop basic skills for learning and effective communications with others. 2. Develop positive self-concept. 3. Develop decision-making and problem-solving skills. 4. Develop independence in learning. 5. Develop physical and emotional health. 6. Recognize and pursue career development as an integral part of personal growth and development. 7. Develop a continually growing philosophy that reflects responsibility to self as well as to others. 8. Develop creative potential and aesthetic sensitivity.

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages_____ Category____________________
Objectives:

STUDY SKILLS RELATED TO LIBRARY USE

Pages ________
Category ________________
Objectives ______________________________

CURRICULUM OR TEXTBOOK GUIDE

Title ______________________________
Pages ________
Category ________________
Objectives ________________________

INTEGRATED OBJECTIVE(S): STUDENT WILL:

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L

Major Topic: ______________________ (continued) - Page ___

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
Materials Students will need to bring: Other Materials Needed:				
Follow-Up Activities (Suggestions): Have students:				

HINTS ON HOW TO FILL OUT FORM

TITLE *Select brief title that gives idea of what lesson is about*

Grade:______ Plan:*______________ Time:**________ Curriculum Area:______________ Major Topic:______________________

ENTRY SKILL

Indicate needed major entry skills.

FOUNDATION PROGRAM OBJECTIVES (circle appropriate objectives):
1. Develop basic skills for learning and effective communications with others. 2. Develop positive self-concept. 3. Develop decision-making and problem-solving skills. 4. Develop independence in learning. 5. Develop physical and emotional health. 6. Recognize and pursue career development as an integral part of personal growth and development. 7. Develop a continually growing philosophy that reflects responsibility to self as well as to others. 8. Develop creative potential and aesthetic sensitivity.

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages_______ Category *State large area, e.g. subject area or specific Foundation Program Objective.*

Objectives: *Copy verbatim expectation(s) to be used.*

STUDY SKILLS RELATED TO LIBRARY USE

Pages __________

Category *State large skill area (e.g. Orientation, Parts of Books, Audiovisual Resources, etc.)*

Objectives *Copy verbatim from guide the objective(s) to be used.*

CURRICULUM OR TEXTBOOK GUIDE

Title ______________________________

Pages __________

Category *State large area, e.g. unit, concept, etc*

Objectives *Copy verbatim from guide the objective(s) to be used.*

INTEGRATED OBJECTIVE(S):

STUDENT WILL:

Using the chosen objectives from the guides and the pertinent parts of the performance expectations to be used, synthesize into one objective or more and write in here. Write integrated objective(s) in terms of student learning.

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T ***L
Describe the activities you will undertake to reach your integrated objective: 1. 2. 3.	*Identify resource needed to carry out activities.* 1. *(Match resources and* 2. *appropriate activities)* 3.	*Describe plan for evaluation here. Be sure it links back to the integrated objective.*	

**Indicate: lesson or unit.* ***How long to complete?* ****T/L=Teacher/Librarian.*

Major Topic: ____________________________ (continued) - Page ____

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
Materials Students will need to bring: *Indicate what student will need to provide.* **Other Materials Needed:** *Indicate what teacher or librarian will need to provide.*				
Follow-Up Activities (Suggestions): Have students:				

D-9

TITLE *Distinguishing Fact from Opinion*

Grade: *6* Plan: *Lesson* Time: *45 min.* Curriculum Area: *Social Studies* Major Topic: *Social Problems (National)*

ENTRY SKILL

1. *Ability to read with understanding;*
2. *Knowledge of term SOCIAL PROBLEMS;*
2. *Ability to work in small groups.*

FOUNDATION PROGRAM OBJECTIVES (circle appropriate objectives):
1. Develop basic skills for learning and effective communications with others. 2. Develop positive self-concept. [✓ 3.] Develop decision-making and problem-solving skills. 4. Develop independence in learning. 5. Develop physical and emotional health. 6. Recognize and pursue career development as an integral part of personal growth and development. 7. Develop a continually growing philosophy that reflects responsibility to self as well as to others. 8. Develop creative potential and aesthetic sensitivity.

STUDENT PERFORMANCE EXPECTATIONS GUIDE, 1978 Pages *88/100* Category *Library/Social Studies*
Objectives: *1. Identifies and uses relevant data gathered from many library sources in analyzing a problem. (Library) 2. Distinguishes statements of fact from opinion when reviewing information for solving a social problem. (Social Studies)*

STUDY SKILLS RELATED TO LIBRARY USE

Pages *D-21*

Category *RESEARCH & REFERENCE RESOURCES*

Objectives *Student will locate specific articles sections of a magazine or newspaper.*

CURRICULUM OR TEXTBOOK GUIDE

Title *Racing Stripes, Tchrs. ed. Scott Foresman c1978*

Pages *[illegible]-44*

Category *Comprehension*

Objectives *Distinguishes between fact and opinion.*

INTEGRATED OBJECTIVE(S): STUDENT WILL: *Work in a small group to examine the information from an editorial in the newspaper dealing with a current national social problem and determine which statements are facts and which are opinions by making a chart.*

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
Student will:				
1. Look and listen to a visual presentation about FACTS and OPINIONS as presented by the librarian.	*Librarian-made chart: "FACTS or OPINIONS"*		X	X
2. Work independently on a ditto activity. Discuss results in small groups.	*Librarian-made ditto: "Facts & Opinions"*		X	X
3. Discuss results with rest of class			X	X

Major Topic: Social Problems (National) (continued) - Page 2

SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	EVALUATION	T	L
4. Use newspaper index to find editorial page.	Assorted newspapers.		X	X
5. Given a newspaper editorial, work in small groups to analyze the information in the editorial and determine which are facts and which are opinions.	Editorial from Honolulu Star Bulletin or Advertiser		X	X
6. Validate results by using other library resources.	Excerpt from encyclopedia.		X	X
7. In each group, make a chart showing the results of the analysis.	Librarian-made sample chart (format).	Chart: accuracy of information recorded.	X	X
8. Share by groups and discuss the results on the charts with the rest of the class.		Discussion: ability of students to verbalize why they decided what information were FACTS and OPINIONS.	X	X
Materials Students will need to bring: Pencils			X	
Other Materials Needed: Newsprint paper and large tipped felt pens (for charts)				X
Follow-Up Activities (Suggestions): Have students: 1. bring in editorials from other newspapers and analyze them for FACTS or OPINIONS. 2. use the newspaper as one of the resources, when appropriate, in class activities, assignments and research projects.			X X	

FROM: ______________________________ SCHOOL

Send comments at any time on a voluntary basis to:

School Library Services
and Federal Program Section
Multimedia Services Branch
Office of Instructional Serv.
641 18th Avenue
Honolulu, HI 96816

RECOMMENDATIONS, COMMENTS, CONTRIBUTIONS:

SAMPLE UNITS INTEGRATING LIBRARY SKILLS INTO CONTENT AREAS.

We welcome continued contributions from you, such as:
- (a) Reactions to this document.
- (b) Lessons or activities that you have found successful. (Attach samples)

(Please duplicate this form as necessary or use your own paper to communicate with us as often as you wish.)

Signed: ______________________________ Date: ______________________________